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ABSTRACT

This text was developed for the use of beginning student teaching interns and their supervising teachers. The text employs a case study method for introducing topics and events, pertinent to the student teaching experience, for discussion. Case studies are presented by topic, each with a brief general introduction and suggestions for supervising teachers and interns. Topics include: (1) getting off to a good start; (2) roles of the supervisor, college coordinator, intern, and students; (3) legal status and ethics of the teaching profession; (4) getting to know the faculty, staff, and school building; (5) becoming familiar with school policies; (6) availability of materials; (7) discovering available school referral services; (8) observations; (9) teaching competencies; (10) classroom management and planning; (11) implementation; (12) instructional evaluation; (13) evaluation of the student teacher intern; (14) general internships in education; and (15) certification and job placement. For each case study, discussion questions are suggested. A reference list of seven citations is appended. (FG)

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STUDENT TEACHING SURVIVAL KIT

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We would like to thank Dr. Richard Newtson, who helped field test our chapters with his Supervision of Student Teachers class. Members of similar classes taught by the authors were also most helpful in the selection of our content. Student teaching interns who were concurrently taking our methods classes also gave us a great deal of input.

Special thanks go to our typist, Barbara Smith, and our illustrator, Sue Forehand, who gave a great deal of time and effort to this project, along with Myrtle Beavers, Kathy Brake, Kathy McGirr, Nancy Phares, and Ray Thrift, and to all those others who assisted in the development and preparation of this text.

Patricia A. Wentz

James R. Yarling

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Preface

Recognizing a lack of pertinent publications in the area of student teaching, we undertook the development of our own text. We had searched unsuccessfully for suitable texts in our graduate and undergraduate classes involving student teaching.

We have field tested our text during the past year through our student teaching program at The University of West Florida. Approximately three hundred students and supervising teachers have given their input for this text.

The idea of a survival kit for student teaching might sound a bit overdramatic but recognizes the anxieties felt by beginning student teaching interns and their supervising teachers. Sections of each chapter are directed to both the student teaching intern and to the supervising teacher. We find that both groups want to know what is being said in our professional courses.

The text is divided into twenty-two short chapters. Each chapter includes a general introduction, Rx for the Supervising Teacher, Rx for the Intern, and a series of five to eight case studies. These case studies have been developed for elementary, middle/junior high, and high school.

A few cautions should be mentioned. First, there will be repetition of certain ideas found in the various chapters. There is a wide variety of topics covered in this text, and particular underlying principles and suggestions run throughout.

Secondly, we chose to leave the case studies open-ended. Rather than give possible solutions, we preferred to present the case studies as they are and leave the solutions to be resolved by classroom discussions. Our major purpose was to use these case studies and the rest of the text as springboards for discussion.

We sincerely hope that this text will provide insight to future student teaching interns and their supervising teachers.

P.J.W.

J.R.Y.

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"Life in the twentieth century is like a parachute jump; you have to get it right the first time."

--Margaret Mead

1

GETTING OFF TO A GOOD START

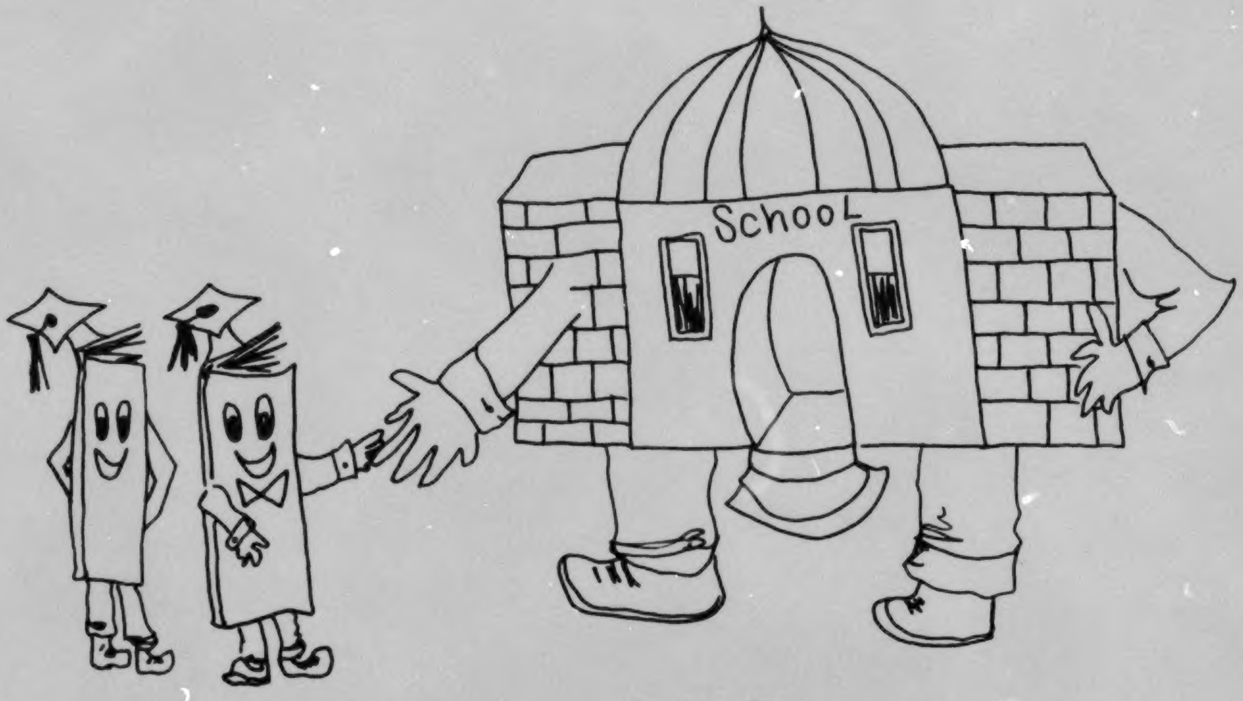
The training of teachers involves the cooperation of numerous people representing colleges, communities, and schools. They spend much time and effort on these programs of teacher training and take their responsibilities very seriously.

The basic purpose of any student teaching program is to provide a situation where interns learn and practice varied techniques of teaching while working with "real students." These interns are placed under the direction of a regular teacher in a public or private school. The length of student teaching has normally been one quarter or semester; however, many programs are now year-long internships.

The general atmosphere in every school differs. In most schools, interns receive a warm welcome from the staff. If a supervising teacher is assigned an intern without having the opportunity to volunteer, however, problems can result affecting the intern. This seldom happens but has been known to occur. Normally, a supervising teacher is quite eager to have the opportunity to work with an intern who hopefully will bring fresh ideas into the classroom.

Interns usually begin student teaching wondering whether they will be able to complete the assignment satisfactorily. The possibility of failure does exist. Some of the questions in the mind of the beginning intern are: Will I be able to perform in such a way as to satisfy my supervising teacher? Will we have a personality conflict? Will I be able to be myself or must I become a clone of my supervisor? Will I be able to control a classroom full of students? Will my supervisor assist me in filling in my missing gaps? Will the pupils accept me as another teacher or as a student?

The supervising teacher, especially if this is the first intern, also has questions in mind: Will the intern be critical of my teaching? Will I be able to perform as a satisfactory supervisor? How will my pupils feel about having another adult in the classroom? How will I get along with my new intern? Will the intern be competent enough to work with my class? How will I get along with the university coordinator?

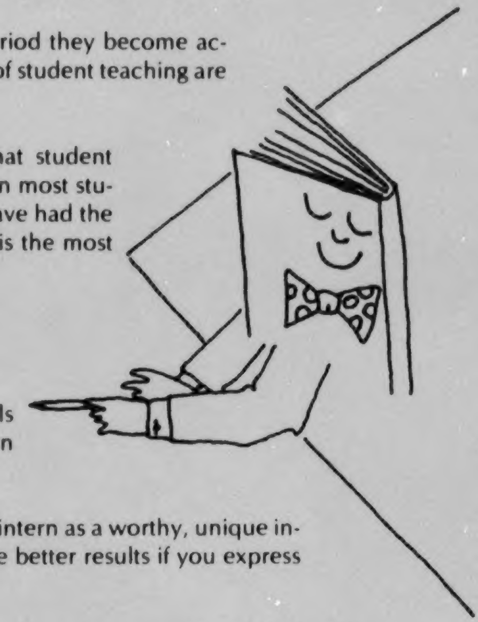


The decision to become a professional educator carries with it the responsibility to appear professional both in appearance and habits. Dress and physical appearance are important when working in a teaching role. Most school districts have written dress codes, and the intern should comply with these cooperatively and completely.

Subject matter and classroom equipment often dictate types of clothing the intern should wear. Industrial arts and vocational education teachers frequently find a necktie to be a safety hazard. Science teachers and art teachers sometimes find in laboratory situations that loose-fitting clothes with floppy sleeves or long scarves may be dangerous. Female kindergarten teachers will discover that wearing a dress is impractical.

Interns begin their student teaching with an orientation period. During this period they become acquainted with the community, school, staff, and students. These first few weeks of student teaching are crucial for the interns. First impressions are often unchanged.

It is important that interns and supervising teachers convince themselves that student teaching is going to be worthwhile and even enjoyable. This is absolutely true in most student teaching assignments. Supervising teachers are usually pleased that they have had the addition of two adult hands. Interns become convinced that student teaching is the most beneficial experience they have had in college.



Rx for the Supervising Teacher

1. Consider it an honor to have been assigned an intern. Not only your pupils but also your intern will adopt some of your ideas and concerns in life and in this way you will become immortalized.
2. Approach this opportunity with confidence and trust. If you consider your intern as a worthy, unique individual, you should do well as a supervising teacher. Interns will produce better results if you express confidence in them.
3. Enter the student teaching experience with the frame of mind that you are going to have another teacher in the classroom. Let your intern know that you are hoping to pursue the "we" process. Effective team teaching can utilize the strengths of both parties and, therefore, benefit your pupils.
4. Consider your intern as a beginner. There are many tasks an intern has not experienced in the process of teaching; only experience can fill these gaps.
5. Prepare your pupils for the intern. Explain to them that they are going to have the benefit of another teacher. Some supervisors refer to their "intern" rather than "student teacher." (In early weeks, interns usually think of themselves as students rather than teachers.)
6. Show warmth and openness when you first meet your intern. Your attitude toward the intern will be easily detected at this meeting.
7. Specify to your intern what you expect. A good early project is to decide jointly on a lesson plan format. Planning should be done carefully and creatively.
8. Involve your intern early and gradually. Assign routine tasks and opportunities to work with individual pupils or small groups. Allow routines to vary to provide for your intern's special needs and abilities.
9. If possible, provide your intern with a table or desk.
10. Encourage creative thinking by your intern and pupils. Interns should be expected to show initiative and try out their ideas.
11. Provide for planned and unplanned conferences. Suggest that your intern keep notes during observations. Give your intern guidelines for taking these notes which will be discussed at the next conference.
12. Strive for an open communication with your intern in order to assure professional growth. This can only happen in an environment of mutual trust and helpfulness.

Rx for the Intern

1. Go into student teaching with a positive attitude and determination to do your very best. Although you still consider yourself a student, you are well on your way to becoming a professional. An average performance will not be good enough.

2. Be determined to show enthusiasm and to prove that you have definite contributions to make to the teaching profession. If you do not feel good about yourself, chances are that others will not feel good about you.

3. Consider student teaching as a full-time task. Part-time jobs, heavy social engagements, and college courses should be avoided if at all possible. You owe it to your pupils to be available to concentrate on student teaching.

4. Make specific preparations prior to student teaching. This could involve reading through pertinent curriculum guides or preparing teaching units which your supervisor has suggested. Such preparations would be impressive to your supervisor and make you feel more confident.

5. Try to be congenial at all times. Pleasant interns make the best impressions. Make the most of each day's opportunities.

6. Keep in mind that you are about to enter a very noble profession, one that involves responsibility of guiding young lives to reach their optimum.

7. Look the part of a professional. Determine what is considered appropriate dress in your particular school. By all means, be neat and clean. As teachers-to-be, you must be an example to your pupils.

8. Learn the names of your pupils. They will be impressed if you call them by name the first few days. It will also work to your advantage if you learn the names of the school staff.

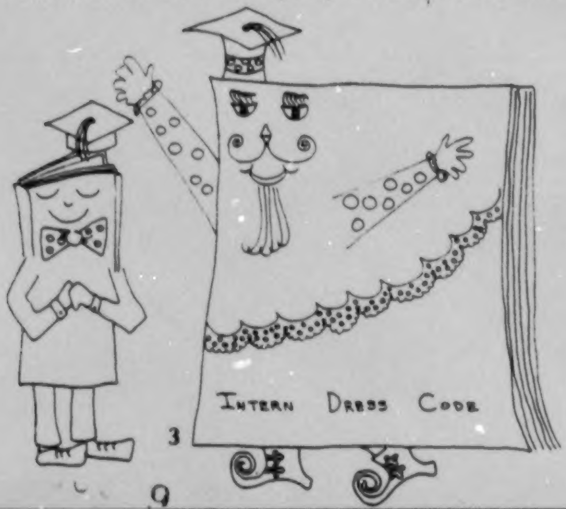
9. Follow the rules of the school. Be punctual and be certain to call if tardy or absent. Be at school when you are supposed to be there or before. Do not leave the school until your supervisor leaves.

10. Attend all required meetings. Faculty meetings, grade level meetings, PTA, and others involving your supervising teacher should be musts. These meetings can be informative and will help give you the total picture of the teaching profession.

11. Become familiar with instructional materials. This is time consuming but a necessary task.

12. While observing your supervising teacher, take notes for use at later conferences. Supervising teachers become upset if you spend time observing but fail to see what is taking place. Be an alert observer.

13. As you start student teaching, look interested and be curious. Look for ways to be of help in the classroom. Volunteer special assistance for individual students or small groups. Your involvement should be active rather than passive.



Case 1-1

Mrs. Van Dyke's intern has been approximately a half hour late each of the first three days of her second grade teaching assignment. She appears to be quite upset over the matter but feels she has a legitimate excuse. Her two-year-old child has the flu, and she considers her first obligation to be home responsibilities.

Mrs. Van Dyke has strong feelings that an intern's first responsibility is the student teaching assignment. She is a conscientious supervising teacher and expects her intern to arrive at school on time. The matter is discussed with the intern and emotions runs high. The matter is not resolved, with each party holding her ground.

The college coordinator is called by the intern.

1. Has Mrs. Van Dyke been fair with her intern?

2. Has the intern been fair with Mrs. Van Dyke?

3. Should the intern have called her coordinator?

4. Should the school principal be consulted?

5. Who is at fault in this situation?

6. What steps could the coordinator take?

7. What would be the best way to handle this matter?

10

Case 2-1

Tom is in his second week as an intern in a fifth grade classroom. He is encouraged by his supervising teacher to look for ways to get more involved in classroom activities. She suggests that he work with individual students having difficulty with mathematics.

One week goes by with little or no involvement. Tom appears listless and constantly complains about his lack of knowledge in certain subjects, especially mathematics.

The supervising teacher contacts Tom's coordinator to explain the problem.

1. What do you consider to be Tom's problem?

2. If you were Tom's coordinator, what would you do?

3. If Tom does not show more interest, should he be dropped from the student teaching program?

Case 3-1

Mrs. Jones' intern appears to be very sure of herself during the first week of student teaching. She has been one big smile from the very start, giving the impression that she is living in another world. The fact is that three of Mrs. Jones' seventh grade social studies classes are most difficult to handle even for an experienced teacher.

Mrs. Jones wonders how her intern and her "false smile" will ever win the respect of her classes. This intern appears to have decided that teaching is all roses and sugar and that negative factors should be overlooked.

Of course, the giggly seventh graders think the intern is most amusing. Some are most eager to assist her in losing her smile. The seventh graders will undoubtedly "run her out of the class" when she begins teaching unless some changes are made. On the other hand, Mrs. Jones does not want to discourage her intern's positive attitude.

1. A positive attitude should be an asset as an intern. What do you see to be the problem with this intern?

2. How should Mrs. Jones meet this problem?

3. To be successful, will this intern have to change her ways? Why or why not?

12

Case 4-1

Paul began his student teaching as a loner. He avoided talking to teachers and, in fact, had difficulty communicating with his supervising teacher. Although he had received her suggestions about working with individual students and assuming minor classroom chores, he avoided all types of responsibility.

Most of Paul's comments were on the negative side. He hinted periodically that he really did not know if teaching was what he wanted to do. His supervisor was quite alarmed when he mentioned that he had not gotten anything out of his methods classes.

1. What would cause Paul to be so negative?

2. What steps can his supervising teacher take to change Paul's pattern?

3. Can a teacher have a negative disposition and still be effective? Explain.

Case 5-1

Betty has entered student teaching with a great deal of enthusiasm. She appears to project much more self-confidence than the typical intern.

During her introduction to the class, she states that she has a few rules she expects to enforce. One of the rules is in definite conflict with the supervising teacher's procedures.

1. In what way could Betty be approached in order to assist her?

2. Should an intern ever be permitted to be in conflict with the supervising teacher's procedures? Why or why not?

Case 6-1

Marilyn is student teaching in a suburban high school, and her academic preparation seems to be satisfactory. The major problem with Marilyn seems to be the way she dresses; she always looks like a Saks Fifth Avenue model, and this is a disturbing influence both with the students and the faculty. The students think some of her clothes are funny, and members of the faculty consider some of her outfits to be too revealing. Some are also envious.

Although Marilyn always wears the latest fashion, she is dressing inappropriately for the classroom and for teaching.

1. What should the supervising teacher do?

2. How can she avoid hurting Marilyn's feelings?

3. Would she seem envious herself if she suggested that Marilyn "tone down" her wardrobe?

4. To what extent should the coordinator be involved?

"A teacher affects eternity; he can never tell where his influence stops."
--Henry Brooks Adams

2

ROLE OF THE SUPERVISING TEACHER

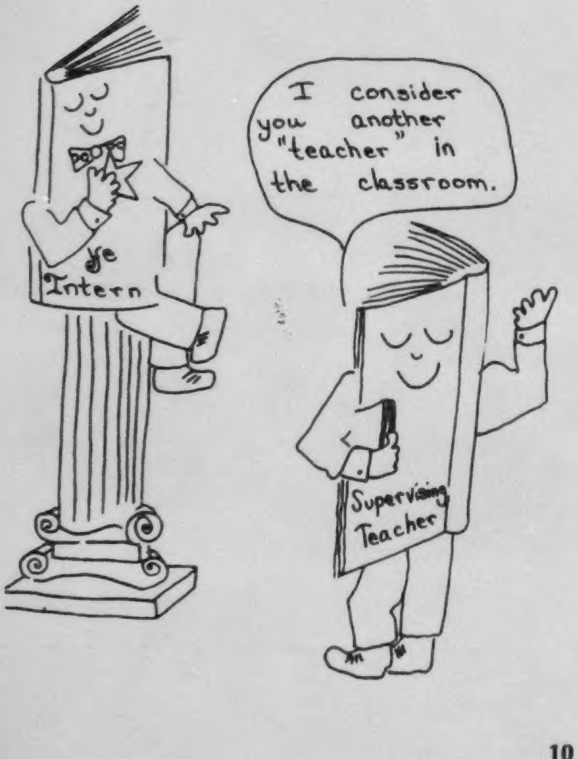
A Teacher's Influence

So you want a student teacher --
To offer your wisdom and such,
To train the novice in the role
That you enjoy so much!

The task before you can be fun,
If you follow some simple rules:
Set good examples for your charge,
Both in and out of school.

Give good advice - encouragement, too,
During these trying days --
Let your novice know you're there
To help in many ways.

Perhaps a few short years from now
You'll be so glad to hear
The novice guided and inspired by you
Is "Teacher of the year!"
Myrtle Beavers


I consider you another "teacher" in the classroom.
Ye Intern
Supervising Teacher

The supervising teacher is the key facilitator in the professional development of any future teacher. Everything that has been learned in all the intern's college courses fuses during the term of student teaching and it is the supervising teacher that assists more than anyone else in fitting all the pieces together to form a complete picture in the novice teacher's professional development.

The supervising teacher is a mentor, an example, a guide, a critical advisor, and a good friend to the intern during the student teaching experience. It is with only a great deal of faith and trust that a supervising teacher is able to turn over a class to an intern. Teachers become emotionally involved with their own classes and usually become rather possessive about them. It would serve the intern well to realize this while working with the students in the supervising teacher's classroom. The development of a team-teaching partnership at the beginning is one method of dealing with this possessiveness.

Initially, the supervising teacher prepares the students for the arrival of the student teaching intern. Often such activities as preparing nametags for the elementary students to wear on the intern's first few days will help the students anticipate the arrival of the intern. In secondary, seating charts would be helpful. When the intern arrives at school for the first observation, the supervising teacher should give a welcome to the classroom, an introduction to the classes, to the principal, and the office staff. A brief tour of the school plant, including such important sites as the cafeteria, the teacher's lounge, and location of restrooms would be helpful.

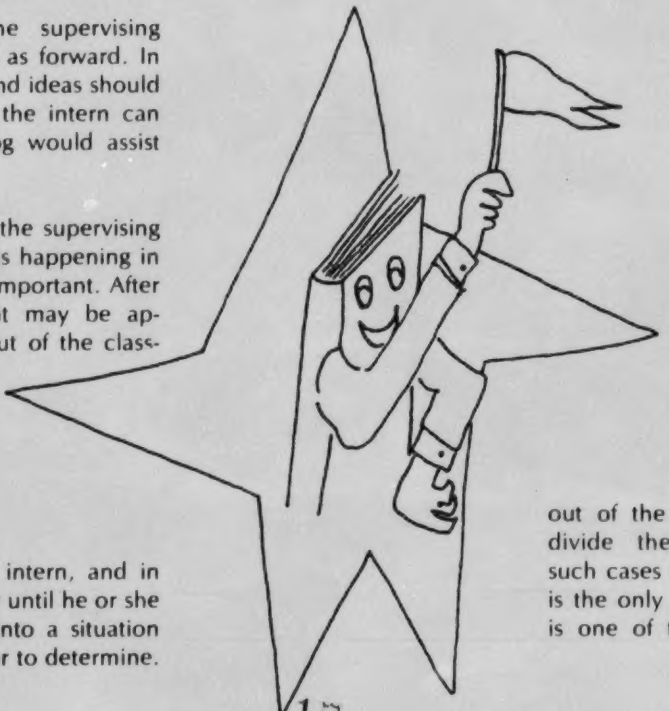
To alleviate some initial concerns of the intern, the supervising teacher should give the intern copies of all materials the students will be using. This packet should include teacher tests and resource lists. Having the materials in hand will comfort the intern somewhat.

Being able to observe the supervising teacher in actual teaching situations will be the second greatest aid to quiet the anxieties of the intern. Offering the interns the opportunity to observe the other classrooms in the school will tend to make them feel more at home in the school and see themselves as an integral part of the total school picture.

Planning with the intern is critical. The intern may not yet be aware that the secret to being a successful teacher is effective planning. The supervising teacher should explain this point with the intern, demonstrating just how important planning really is to the success of the teaching act. Sharing current lesson plans with the intern would help. It would be reassuring to the intern if the supervising teacher could, at the very first visit, confer with the intern and make tentative written plans for the entire term. Such plans would not be detailed but would give some closure that would make the intern feel more comfortable. Occasionally, supervising teachers carry their plans around in their heads, but this would not be a good example to set for an intern. Planning is extremely important and conference time during the term should be spent on the subject. It is better to over-plan than for the students to have spare time on their hands and become behavior problems.

The supervising teacher should have the intern work into the teaching situation gradually by assigning him to work with individuals who need help, with small groups, with portions of the day's lesson with the entire class, and then with the entire class for the entire period of lesson.

The supervising teacher should plan specific times for uninterrupted conferences with the intern. These need frequency more than length. From the very beginning, there should be an air of friendly critiquing. The supervising teacher should use positive reinforcement whenever possible. If a specific point needs to be shared with the intern and it may seem rather harsh to him, the supervising teacher should use the "sandwich" technique. He should sandwich the criticism between two compliments. Tactfully done, this can be professionally developmental for the intern.

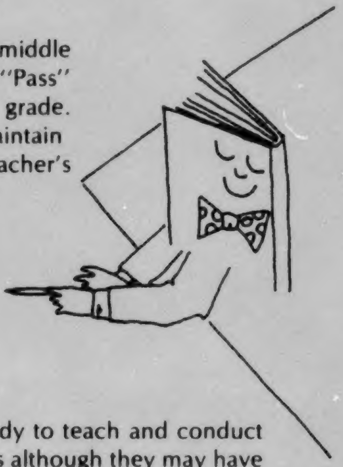


During conferences, the supervising teacher should help the intern look back as well as forward. In discussing those classes already taught, feelings and ideas should be shared so that in planning for the future, the intern can capitalize on those techniques. Maintaining a log would assist both the intern and the supervising teacher.

It is the responsibility of the supervising teacher to keep a watchful eye on all that is happening in the classroom. Being accessible at all times is important. After the intern takes over the teaching responsibility, it may be appropriate for the supervising teachers to stay out of the classroom as much as they remain in it. The supervising teacher must gauge this based upon the individual intern. Some interns will follow the supervising teacher out of the room but other interns will really come into their own with the supervising teacher out of the room. Some classes of students cannot divide the supervising teacher's authority to include the intern, and in such cases the students will not see the intern as their teacher until he or she is the only leader in the classroom. Deciding when to step into a situation is one of the most difficult things for the supervising teacher to determine.

The supervising teacher should evaluate continuously. It is desirable to maintain a folder of notes relative to the intern. Some supervising teachers keep a steno pad record, using one page per day with one side of the page for the intern and the other side for the supervising teacher. Both can jot down ideas and questions that come to them during the day and when conference time comes, there is much to be discussed. This serves well as a reminder when the time arrives for the supervising teacher to evaluate the intern. The intern will be more able to self-evaluate by having sufficient notes throughout the term.

Most colleges ask the supervising teacher to formally evaluate the intern during the middle of the term and again at the end of the term. While some colleges use only grades of "Pass" or "Fail", other colleges will request that the supervising teacher assign a letter grade. Usually all grades are arrived at in conjunction with the college coordinator to maintain continuity between the intern's college work and the work in the supervising teacher's classroom.



Rx for the Supervising Teacher

1. You have accepted a tremendous responsibility in agreeing to work with an intern.

2. Some interns arrive at the supervising teacher's door well prepared and ready to teach and conduct themselves in a professional manner. Some are not as well prepared as others although they may have had the same college courses and teachers.

3. As a supervising teacher you have a right at any time to request that the intern be withdrawn from your classroom.

4. There will be weaknesses with most interns and there will be areas that need much development. If you can just think of the intern as a diamond in the rough that needs some polishing and that you, as the supervising teacher, are the jeweler then the task may be less difficult.

5. The supervising teacher should never complain to peers about an intern; however, it would certainly be appropriate to boast if the occasion arose. Problems can be discussed with the college coordinator.

6. Most interns do not know exactly where to start; usually they are somewhat aghast at the reality of the profession they have chosen for themselves. The supervising teacher should guide explicitly and carefully until it is obvious that the intern can maneuver alone.

7. Avoid the loss of precious time at the beginning of the term as you wait for the intern to act; not knowing what to do, the intern may be waiting for directions from you. Too often the supervising teacher feels the intern is lazy when it really is a case of not knowing what to do.

8. Be patient with your intern, but be firm in demanding professional standards in performance. Understand the stress under which the intern works.

9. Be helpful when help is requested; remember that the objective of student teaching is to help the intern learn to stand alone. Encourage the development of those qualities that will make the intern independent, not more dependent.

10. Both positive and negative qualities of supervising teachers have been labeled "Butterflies" and "Bugs" by a group of writers recently:[1]

BUTTERFLIES FOR OUR SUPERVISING TEACHERS BECAUSE:

- of their willingness to share ideas and materials
- they were helpful, kind, understanding, and patient
- they were supportive of our efforts
- they helped us develop confidence by giving positive reinforcement
- they were fair when evaluating our performance
- they provided constructive criticism which helped us to improve our teaching
- they treated us like members of the staff
- they were pleasant and had a good sense of humor even in difficult times
- they were our FRIENDS and cared about us as individuals, not just about our teaching
- they expressed trust and confidence in our ability to cope with our teaching
- they were honest and open with us
- they gave us many opportunities to experiment and develop our own teaching styles
- they showed respect toward us and our ideas, and also toward their students
- they were good, enthusiastic role models
- they maintained a good classroom atmosphere (planning, organizing, and caring)
- they were always available but gave us enough "room" to make our own mistakes

BUGS FOR OUR SUPERVISING TEACHERS BECAUSE:

- they did not provide regular observation and feedback
- they often interrupted while we were teaching
- they did not provide enough constructive criticism
- they were not always available when we needed them
- sometimes talked in an unprofessional manner about their fellow teachers, students and administrators
- they sometimes treated us as aides
- they provided little real assistance in improving our teaching
- they were not well organized
- they did not leave us alone for sufficient amounts of time
- they often asked us to teach "on the spur of the moment" without prior planning or notice
- they did not give us positive reinforcement when we did well
- they were often dull and boring
- they were too domineering with us and the students
- they often talked too much about their personal lives
- they were sometimes moody, untrusting and jealous

Rx for the Intern

1. Your supervising teacher is devoted to the profession and would like to help another see the rewards of teaching. Do not add to your supervising teacher's burden; lighten it.

2. Do not wait to be told what to do. If you see something that needs to be done, do it. However, do nothing without clearing it with your supervising teacher first.

3. Think ahead. Anticipate your responsibilities. Plan for ways in which you can best fit into the classroom.

---

[1] John E. Morris et al, "Butterflies, Bugs, and Supervising Teachers," *Clearing House*, V. 53, N. 4, (Dec. 1979), pp. 181-182.

4. Naturally, you will be anxious about your own performance in the classroom. When you begin to work with the students who need you, you will gradually begin to lose yourself. By your helping them, you will become more confident in yourself and more skilled in teaching and dealing with students.

5. Try to make life as easy for the supervising teacher as possible. Be professional; avoid having to be reminded of deadlines.

6. Learn as much as you can from your supervising teacher, both in classroom management techniques and in content delivery, and you will find that your internship will be a profitable experience.

Dear Intern:

I am so excited and pleased that you will be joining me in my classroom. The children are so lucky to be getting another teacher to help them learn. I'm also a little worried. I'm not worried about your abilities or preparation, but about myself. Will I be able to make you feel welcome and comfortable? Will I be able to communicate with you in such a way to make you grow confidently into the kind of teacher you want to be? Will I be able to answer all of your questions fully?

Trust and honesty are important qualities in a teacher. I promise to trust you and be honest with you. Will you be honest with me? If you need special help in an area, will you trust me enough to ask? If you are scared, unsure, and worried, will you be honest with yourself and me and tell me?

I promise to introduce you to the other members of our school team and to make you feel welcome. I won't leave you out of conversations and make you feel like a third wheel. There are times when I might want to be alone with other teachers. I'm not going to talk about you. Remember, you can trust me.

I don't expect you to become me. You will teach differently. I hope you will want to do some things that I do, but then again you have just completed your college education and should have some new and exciting ideas to share with me. Teach me. Share with me. I will share all my ideas with you. Remember, there is so much that I can share with you.

There is one area that you will have to show me that I can trust you. That's with my children. They are my world to me. Every one of them has become a part of me--an extension of my soul. Through your planning and preparation, your promptness, your interest, your concern for their welfare, your giving that little bit of extra effort, you can show me that they have also become a part of you. I love them and you will grow to love them, too.

Yes, I am called your supervisor, but I hope that I can also be called your friend.

Kathy Brake

Case 1-2

Mr. Jones, the new intern in Mrs. Lambert's journalism class, arrived at the school on time and hurried past the office to the classroom. When he arrived, Mrs. Lambert was in conversation with some neighbor teachers. Mr. Jones approached the group and with a large smile and loud "Hello, folks!", he proceeded to slap one of the male teachers on the shoulder and peer directly into the eyes of the pretty young female teacher talking to Mrs. Lambert. Both teachers, never having met Mr. Jones, were somewhat appalled and backed away.

1. How should Mrs. Lambert react?

2. What impressions has the intern made on the neighbor teachers?

3. How can the intern overcome such a beginning?

4. What responsibility does Mrs. Lambert have over the intern's actions?

5. Should she speak to the college coordinator about this episode?

Case 2-2

Since the initial visit, the supervising teacher, Mrs. Strong, has suggested to her intern that she prefers that he develop his plans in detail at least a week before he plans to implement them. As the time approached for the intern to take over his first class, Mrs. Strong repeatedly asked the intern if she could see his plans and if they could discuss them. The intern always put her off with remarks to the effect that he was not happy with the plans yet; he had not finished working with them. The day before he was to begin teaching, he still refused to allow her to see the plans or to discuss them with her. Mrs. Strong warned him that she would be at school forty-five minutes early the next day for the specific purpose of reviewing his plans with him before he taught or she would not allow him to take over her classroom. The next morning, she arrived at school early but the intern came at his usual time. When she asked him about his plans for teaching the class that day, he shrugged his shoulders and said, "Oh, I know what I'm going to do; I've got it all in my mind."

1. What do you think Mrs. Strong did?

2. What would have been the best action to have taken in this situation?

3. Would the supervising teacher have been justified in requesting that the intern be withdrawn from her classroom?

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Case 3-2

Mr. Woods, a biology teacher, had agreed to serve as supervising teacher for a biology intern, Mr. Jacobs. Mr. Jacobs was unaware that Mr. Woods had routinely accepted interns in the past and was in fact a good friend of Dr. Flowers, the college coordinator. Now Mr. Jacobs was not overly ambitious; he told Mr. Woods that he wanted to get his teaching certificate so he could teach just in case other job opportunities fell through. During discussions while on his initial visits at the school with Mr. Woods, Mr. Jacobs shared with his supervising teacher who the college coordinator would be and, unaware that Mr. Woods and Dr. Flowers were good friends, began discussing Dr. Flowers in an unfavorable light.

Back on the college campus, as Mr. Jacobs was preparing to intern, he asked Dr. Flowers if he could discuss with him some possible problems. As it developed, the intern related some inappropriate details about Mr. Woods to Dr. Flowers, who, having worked with Mr. Jacobs before, realized that the intern was deceiving only himself in establishing the triangle.

1. Whose responsibility is it to discuss the truth with the intern?

2. Should he be allowed to play his game further?

3. As supervising teacher, what approach would you have taken?

Case 4-2

Mr. Lyons, a fifth grade teacher, had made arrangements for his new intern to observe in several teachers' classes during her first two weeks in the new assignment. The observations went well until one of the observed teachers reported to Mr. Lyons that the intern had wanted to discuss with her some of what she referred to as different attitudes and methods of approach of the teacher previously observed. This particular teacher declined any further observations by the intern based on this unprofessional behavior.

1. How should Mr. Lyons approach the intern without indicating where he obtained his information?

2. What should he say to her?

3. Should he check with other teachers to see if this had developed into a pattern?

4. How could he avoid this type of behavior from occurring in the future?

Case 5-2

Molly Single, the beautiful young intern in Mrs. Elbert's fourth grade classroom, really wanted to be a good teacher. She was enthusiastic about her future as a teacher; she was also enthusiastic about her wedding that was scheduled for the week following the end of the term. At the beginning of the term, Molly had explained that she was spending much time in the evenings getting things organized for the wedding but that she would soon be finished with that and be able to spend plenty of time on lesson preparation.

As the weeks wore on, Molly seemed to be less and less prepared with materials. Mrs. Elbert habitually arrived at school early and organized materials for the day's work but Molly had become lax and frequently came in at the last minute with her arms full of papers. Often she would ask Mrs. Elbert to watch the class while she went to the mimeo room and prepared materials; then while the students were working on those, Molly would prepare the next materials. This hurt Mrs. Elbert and she feared for her students' achievement. She had not until this point shared her concern with the college coordinator because she had hoped Molly would improve.

As things got worse instead of better, Mrs. Elbert confronted Molly with the problem. Molly explained that she just did not know any way to improve; that she could not get everything done that she was responsible for; and she felt that she should withdraw from student teaching.

1. What alternatives should Mrs. Elbert offer Molly?

2. Should Mrs. Elbert take over any of Molly's responsibility in the classroom?

3. What assistance could the college coordinator offer?

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Case 6-2

Eric Matson was assigned to student teach with a young female coach. Although his major was physical education, he resented being placed to student teach with a female. During his initial observations and early visits with his supervising teacher, he had expressed to her the possibility that he might be placed with another teacher, since it just did not seem appropriate to him to be placed with a female.

As the term wore on, week after week, his remarks and hints became less subtle. The supervising teacher, exasperated, decided she had had all she could take of the student teacher's attitude.

1. What procedure should the supervising teacher follow?

2. What action by the college coordinator could help this situation?

3. Should the supervising teacher be expected to allow the student teacher to complete the term under these conditions?

4. What alternatives are available to the supervising teacher? To the student teaching intern?

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> **"What is really important in education is not that the child learns this and that, but that the mind is matured, that energy is aroused." --Soren Kierkegaard**

3

THE ROLE OF THE COLLEGE COORDINATOR

The college coordinator serves as the liaison between the schools where student teaching is taking place and the college or university which is sponsoring the experience. Furthermore, the college coordinator is ultimately responsible for recommending the intern for certification to the college or university. Coordinators serve as public relations agents and may be one of the few people from the college to work directly with the schools. Often they are asked to explain specific services of their institution.

An additional responsibility of the coordinator is to provide interpretation of the university program to assigned interns. This involves visiting the interns in the school, conducting seminars, and conferring with principals, supervisors, and supervising teachers.

Coordinators guide interns through the realization of teaching skills. The one-to-one relationship between coordinators and interns should present an ideal teaching atmosphere; the unique problems faced by each intern can be considered and suitable courses of action prescribed. Education majors seldom experience this one-to-one assistance until student teaching. Working closely with both a supervising teacher and a coordinator during this last term can enhance this type of individualization. The coordinator should be considered a friend and helper. This person is always accessible and serves as a guide, a confidant, a trouble shooter, and a resource person.[2]

It should be clarified that a coordinator is not primarily an "evaluator" during the supervisory visits. It is unrealistic to think that a coordinator can "size up" the teaching-learning situation during the typical four or five visits. The supervising teacher must be the major evaluator. The coordinator, however, relying heavily upon the supervising teacher, is responsible for the final evaluation of the interns.

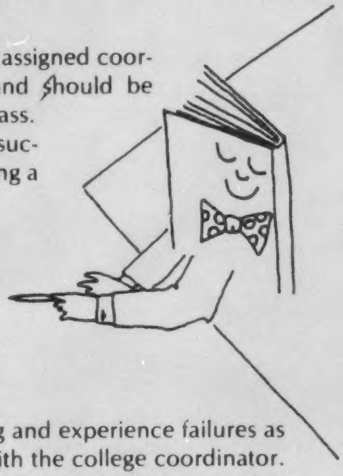
We're practicing cheers for tomorrow's Ball game!
Dr. Crane
I thought you were coming next Wednesday, Dr. Crane!!

---

[2] Marvin A. Henry and Wayne W. Beasley, *Supervising Student Teachers The Professional Way,* 2nd ed. (Terre Haute, Indiana: Sycamore Press, 1979), p 64.

The trouble-shooting role of the coordinators should become quite evident. They serve as intermediaries in situations that may arise between interns and supervisors. Since many interns will face difficulties, they should feel free to confide in the coordinators, who, by virtue of their positions, must keep confidences.

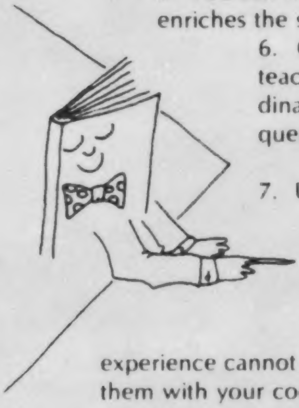
Interns and/or supervising teachers possibly have not had previous contacts with their assigned coordinator. Each coordinator should represent expertise in certain academic areas and should be recognized and utilized as a resource during student teaching, both in and outside class. One of the most important tasks of a coordinator is to ensure close communication. A successful coordinator is able to get all involved persons to give their best efforts in providing a successful learning experience for the student teaching intern.



Rx for the Supervising Teacher

1. Do everything you can to facilitate open communication with your intern and college coordinator. Do not "protect" your intern from the life experiences of teaching.
2. Interns should have the opportunity to try out their ideas during student teaching and experience failures as well as successes. Discuss openly the strengths and weaknesses of your intern with the college coordinator.
3. Utilize the strengths of the coordinator, who could possibly provide some alternative plans of action to enrich your classroom. However, the coordinator will not present suggestions for change unless specifically asked and is not there to evaluate a supervisor's teaching methods.
4. Make arrangements for a three-way conference (supervising teacher, intern, coordinator) after the initial observation by the college coordinator. Coordinators usually prefer three-way conferences, particularly at the start of student teaching, since this will enhance communication. If such a conference cannot be arranged, provide time and a place for suitable two-way conferences between you and the coordinator and between the intern and the coordinator.
5. You can be very helpful by convincing the intern that the college coordinator can be of help. It enriches the student teaching program to involve as many professionals as practical.
6. Call your coordinator if major concerns develop. Coordinators expect supervising teachers to communicate with them and seek help when necessary. Although coordinators normally visit each intern four or five times, they could be available more frequently if necessary.

7. USE YOUR COORDINATOR!

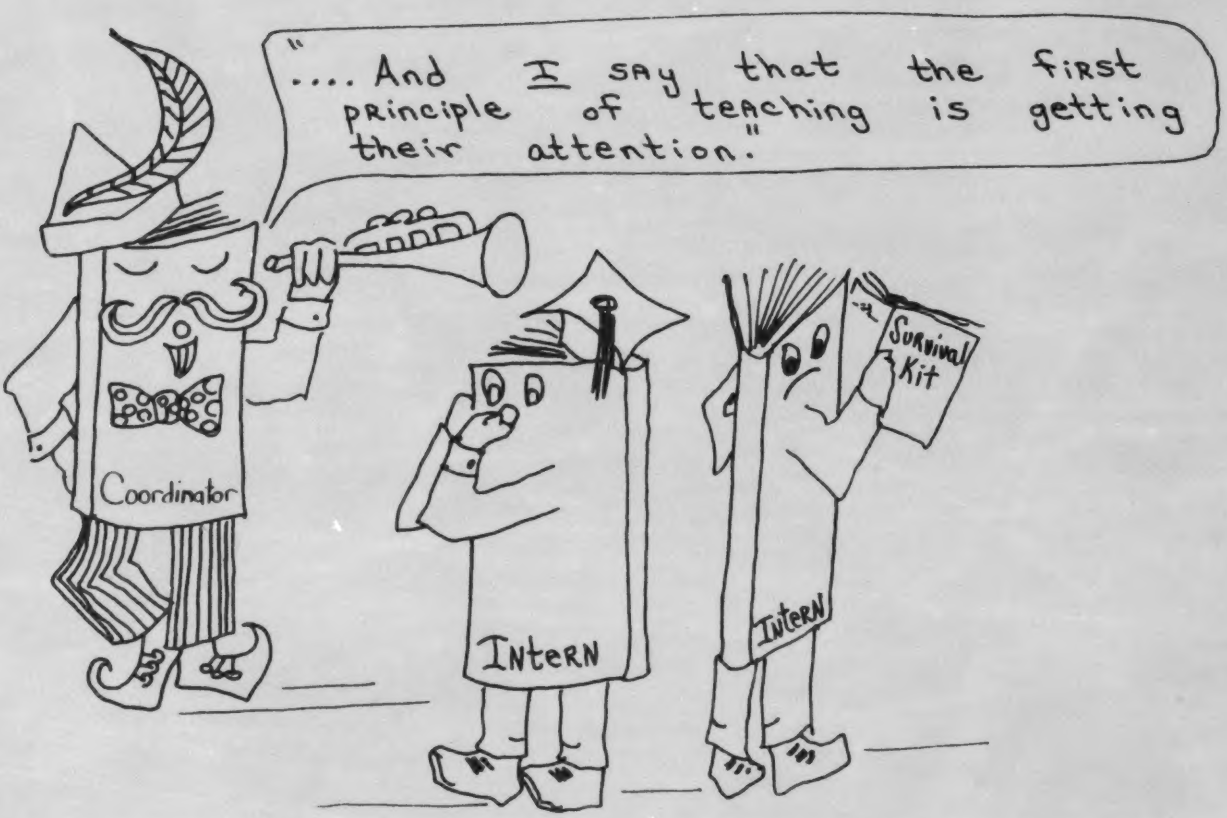


Rx for the Intern

1. Communicate openly with your coordinator. One purpose of student teaching is to meet and resolve problems. A successful student teaching experience cannot be void of conflicts; it is a strength to be able to recognize problems and to discuss them with your coordinator. You should also have many joys and successes to share.

2. Meet with your coordinator very early in the student teaching experience. Coordinators will usually visit your school during the first or second week. There is a good possibility that a meeting with your coordinator will be scheduled on campus prior to reporting to the school.
3. Consider your coordinator as a friend and helper. An effective coordinator is well aware of the emotional aspects of teaching with its "highs" and "lows" and is always ready to listen.
4. Make your coordinator feel welcome when first visiting your classroom. Introduce your coordinator to your supervising teacher and to your students if feasible. An acceptable time to present your coordinator to the students is immediately before the first observation.
5. Keep your lesson plans and other information in a folder or notebook for inspection by your coordinator, allowing for a discussion of your teaching tasks. An effective coordinator will help you learn to evaluate your performance and can be invaluable in the development of instructional techniques.
6. Be yourself when your coordinator visits. Coordinators can easily recognize a "dramatic presentation"; they want to see a normal classroom situation. Be at your best for your students and yourself.

7. Appreciate and encourage the two and three-way conferences with your coordinator and supervising teacher. Tremendous professional growth can take place during these conferences. You may experience teaching in years to come which will lack supervisory assistance. During student teaching you will know that you have at least two people who are deeply interested in your teaching skills.
8. Your coordinator will probably hold seminars during student teaching. This would be a good opportunity to compare notes with other active student teachers. Morale is improved when you discover that other student teachers are struggling and working hard to accomplish the same goals.
9. USE YOUR COORDINATOR!


"....And I say that the first principle of teaching is getting their attention."
Coordinator
INTERN
Survival Kit
INTERN

Case 1-3

Vern Intern was assigned as one of Dr. Jones' interns. At their meeting on the first day of the semester, Dr. Jones explained that he would drop in unannounced on the interns during student teaching. He felt that he would see a more normal situation if interns and supervising teachers did not know when he would visit.

Vern expressed his displeasure over this arrangement. He stated it would be more fair if the interns were informed, at least for the first two or three visits.

1. a. Should the intern be informed of the time of the coordinator's first observation? Why or why not?

   b. What about subsequent visits?

2. Why is the coordinator's first observation such a "big deal" in the mind of an intern such as Vern?

3. What do you consider to be the primary role of a college coordinator?

Case 2-3

During the first observation of intern Sally Smith, her coordinator, Dr. Brown, made some comments on his observation report that "stirred up" the supervising teacher. Dr. Brown wondered why the third grades were not grouped for reading instruction to provide for the wide range of reading levels.

Sally is quite concerned since she was only following her supervising teacher's guidelines. She feels that she is caught between two differing philosophies and cannot possibly come out a winner.

The supervising teacher is fighting mad and threatens to discontinue working with her intern.

1. Was Dr. Brown wrong in suggesting alternative plans for teaching reading?

2. Should the supervising teacher confront Dr. Brown concerning her displeasure?

3. At what point should the principal be brought into the matter?

4. What could be done to improve Sally's situation?

Case 3-3

Buzz Saw, an industrial arts intern, was in his second week of student teaching. His coordinator, Dr. Randolph, arrived on the scene to discover that the supervising teacher was spending very little time in the classroom because he had explained to Buzz that he wanted him to get the feel of complete control of the situation.

Dr. Randolph was quite concerned. He felt that this intern was not ready to take over the class. In fact, he was hardly familiar with the safety precautions in the shop. Dr. Randolph also wondered how effectively supervision can take place with the supervising teacher gone most of the day.

1. Do you feel that this supervising teacher had a valid reason for staying out of the classroom?

2. Could Buzz accomplish his goals during student teaching with his supervising teacher out of the room most of the time?

3. Is it important for a supervising teacher to leave the intern periodically? Explain.

4. How should Buzz's problem be resolved?

5. Should the principal be brought into the situation?

Case 4-3

Beatrice Bedford was not pleased when Dr. Barnes was assigned as her coordinator. Beatrice had received poor grades in two of Dr. Barnes' classes; she felt that he was most unfair in his evaluations.

After Dr. Barnes' first observation of Beatrice, he wrote up a very negative observation report. Beatrice was quite upset since she thought she had taught an excellent science lesson with her third graders that day. It was her opinion that Dr. Barnes was taking it out on her due to previous experiences. She discussed the matter with her supervising teacher after Dr. Barnes left the school.

1. How should the supervising teacher handle this matter?

2. Why do you think Beatrice did not discuss this matter with Dr. Barnes during their conference?

3. Is there any way that Beatrice could win the approval of Dr. Barnes?

4. Since Dr. Barnes will be responsible for Beatrice's final grade, should she drop out of student teaching and hope for a different coordinator the next time?

Case 5-3

Helen was assigned as an intern in a second grade classroom. The first day she arrived at the school her supervising teacher informed her that she felt Helen was too immature to work with her low math group. She did not want her to experience failure so she planned to send her to another classroom to work with an above-average math group during the first part of the morning.

Helen, a topnotch teacher candidate, was distraught. She felt that her supervisor had little faith in her abilities and had already labeled her a failure. She wanted the experience of working with the low math group and wondered how she could be fairly evaluated while working in another classroom.

Feeling that she had no chance to succeed, she called her coordinator to explain the situation. She requested a change of assignment. The coordinator was not aware of the situation and made plans to visit Helen the next day.

1. Were Helen's objections justified?

2. Was the supervising teacher unfair in assigning Helen to another classroom for math?

3. How could communication have been improved in this situation?

4. What procedures should the coordinator take?

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Case 6-3

Bradford had not passed his first student teaching assignment but was given another chance in an eighth grade English class. It was the opinion of Bradford's first supervising teacher that he had potential as a teacher but had not been able to get his act together.

Bradford's newly assigned coordinator observed one of his classes during the third week of this second assignment. The coordinator felt that his teaching was satisfactory but noticed some definite idiosyncracies of behavior that bothered her considerably. She felt too embarrassed to discuss the matter with Bradford and decided to videotape his next lesson. Bradford was quite distraught at the idea of being videotaped and wondered why he had been singled out?

1. Is it unrealistic that Bradford's coordinator would not discuss the matter with him?

2. Why did the coordinator feel that a videotape would be helpful?

3. Should interns be given a second chance to student teach? If so, under what conditions?

4. Would it have been better to have given Bradford the same supervising teacher and coordinator he had during the first assignment? Explain your answer.

> **"While we teach, we learn"**
> **--Seneca**

4

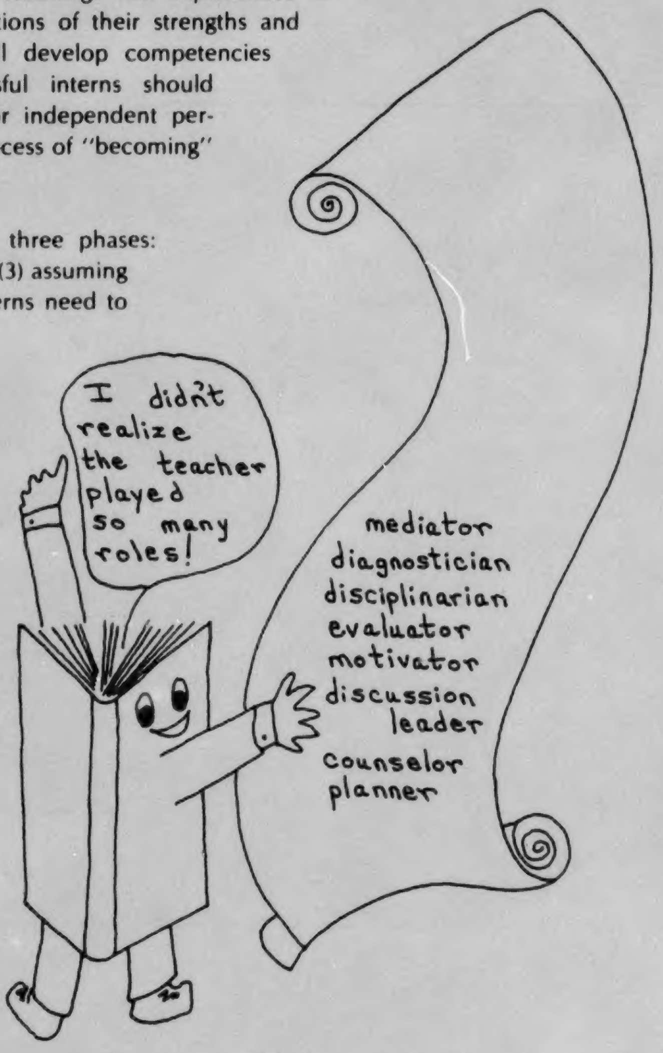
ROLE OF THE INTERN

The student teaching experience is designed to be a very rewarding experience for well-prepared interns. Each intern will be placed in a public or private school under the direct and continuous supervision of a teacher who has expressed willingness to participate in the student teaching program. The supervising teacher, because of experience and background, can assist the intern in becoming a competent and caring teacher.

The student teaching program will provide opportunities that will ensure interns an acquaintance with the responsibilities of teaching. The experiences in student teaching will provide realistic evaluations of their strengths and weaknesses as prospective teachers and will develop competencies and classroom management skills. Successful interns should progress to the level of expertise needed for independent performance in the classroom. Interns are in a process of "becoming" rather than moving toward a finished product.

The student teaching experience consists of three phases: (1) orientation and observing, (2) assisting, and (3) assuming responsibility in the total school program. Interns need to observe in their own classroom as well as in other grades and areas (LD, EMR, Physical Education, Music, etc.). These observations will give the interns a chance to observe a variety of teaching techniques and learning styles as well as allow acquaintance with the school's policies and procedures.

After observing for at least a week, the interns should begin assisting students on an individual or small group basis. Some level of assistance should begin the first day in order for the intern to feel at ease in the classroom. This period of assisting will give the intern the "feel" of teaching in that particular environment.



After interns have progressed through the first two phases, the supervising teachers should gradually provide opportunities for them to assume greater responsibilities. The interns begin teaching a particular subject depending on their experience. If interns have had several years' experience in a classroom as aides and/or feel comfortable in the classroom, they may be capable of assuming greater responsibilities faster. This schedule should be worked out among the intern, supervising teacher, and coordinator.

If the interns show initiative, enthusiasm, and adequate preparation, they may stay ahead of the schedule suggested by the college. As long as the interns are showing quality teaching, the supervising teachers may relinquish more and more responsibilities. During the latter part of student teaching, interns should be in full charge of the classroom.

The prime consideration of the interns should be the welfare of the students in the classroom. The supervising teacher will have a master plan to meet the needs of these students; the interns must learn to operate within the framework of this plan.

One of the first tasks of interns will be to determine the goals and objectives of the particular class they have been assigned. Supervising teachers should explain the goals and objectives that have been completed prior to the interns' arrival, those planned for use during the internship, and those which will be realized after the interns leave.

Adequate planning is a key essential for a successful student teaching experience. Interns will soon learn that there is a high positive correlation between effective planning and successful teaching.

Interns need to know how to best identify long-range goals for given subject areas as well as to develop and to place in proper sequence the related short-range objectives. The specific format of lesson plans should be agreed upon by the supervising teacher and intern. Lesson plans should be presented to the supervising teacher well in advance of their use with students so that necessary revisions can be made. This meeting of minds concerning the lesson plans can be a major part of the evaluation process.

After instructional objectives have been developed, interns need to select, adapt, and/or develop the necessary materials. Not only will the interns utilize materials available in the school and district, but they should also bring in supplemental materials from the college, community, and other sources.

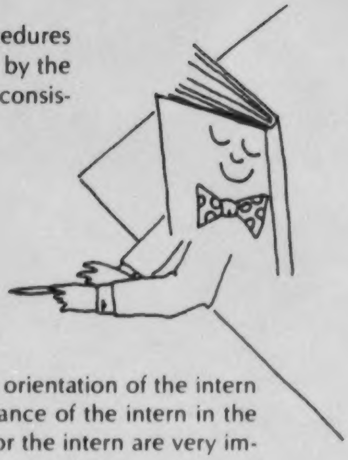
The personal qualities of the intern are extremely important. Promptness and dependability are qualities that will be observed closely. Maintaining a punctual and regular attendance record is a must. A very important quality is enthusiasm toward teaching. The students' responses and contributions will depend a great deal on this enthusiasm.

Interns should formulate a standard for student classroom behavior which will maintain the classroom atmosphere already developed by the supervising teacher. Drastic changes in classroom management brought about by interns would tend to add to the insecurity of the students. Interns should demonstrate skills which help students develop positive self-concepts and respect for the dignity and worth of other ethnic, linguistic, cultural, and economic groups.

Interns are responsible for certain forms and reports. These forms and reports should be completed and presented to the appropriate person promptly. Care must be taken by the interns to learn to analyze student knowledge in particular skill areas using diagnostic tests, teacher observations, and student records. Information pertaining to the school, supervising teacher and students should be kept in strict confidence.

Competency in subject matter should be expected of all interns. Knowledge of subject matter is reflected in such areas as effective lesson plans, success of students, and recognition of various levels of abilities among the students. Most problems encountered during student teaching, however, have been found to be in the area of interpersonal relations rather than subject matter adequacy.

Interns are expected to exhibit skill in using various instructional techniques. Procedures used by the supervising teacher should be continued but should be supplemented by the special skill of the intern. The interns should use methods and materials which are consistent with the philosophy and practices of the school in which they are teaching.



Rx for the Supervising Teacher

1. You should be well aware of the purposes of a student teaching program and have agreed to participate in such a program. Although you feel the responsibility of helping to train our future teachers, you also recognize that your first responsibility will be to your students.
2. Taking time to prepare for the intern can produce positive results. The initial orientation of the intern will set the tone of the whole experience. Creating an atmosphere of acceptance of the intern in the classroom is most important. The words you use in preparing your students for the intern are very important.
3. Guide your intern into teaching gradually but steadily. It is sometimes difficult to give up your classroom to another teacher, but it is necessary for your intern to assume a leadership role. On occasions when you may be tempted to interrupt the teaching of the intern, try to resist doing so unless absolutely necessary.
4. Involve your intern as soon as possible. This will not only benefit your program but will also help to get the intern's mind off feelings of nervousness. Arrange observations in a few other classrooms during the early part of student teaching. Guiding the intern as to what to observe and holding post-observation conferences will be helpful.
5. Be certain to review your total program goals and objectives. Your intern should be provided with the necessary curriculum guides, teachers' manuals, etc.
6. Introduce the intern to classroom routines and instructional procedures. Acquaintance with available instructional materials, supplies, and equipment should be provided. The intern should also be acquainted with pupil personnel records and the manner in which they are kept and used.
7. Require that your intern provide lesson plans prior to teaching. You should assist your intern with initial lesson planning. There is no excuse for inadequate planning on the part of the intern.
8. Involve your intern in the total school program. Opportunities for professional growth should be provided through attendance at professional, meetings including staff meetings. Interns should be provided as many opportunities as possible to transfer theory into practice in a variety of classroom and extra-class activities.
9. After your objectives have been attained cooperatively, provide a program of continuous evaluation. Frequent conferences should be held, both planned and unplanned. Interns will be disappointed if they do not receive input concerning their successes and failures. Open communication is a most important factor.

Rx for the Intern

1. You are expected to be present and on time every day the school is in session. In case of illness, be certain to contact your supervising teacher and college coordinator. This will be your responsibility.
2. You should dress neatly and appropriately and be well groomed. If you notice certain informalities in dress of those around you, remember that this is a privilege of regular faculty members and does not apply to you as an intern.
3. Become acquainted immediately with the school plant, administration, routines for reporting, where you should park, emergency procedures, etc.
4. Look for ways to become involved from the very first day. Expect to give more assistance than you receive. Expect and even ask to be allowed to participate in all normal teaching duties--playground, lunchroom, field trips, clubs, etc.

5. Carefully observe the organizational pattern and teaching techniques of your supervising teacher. Respect the supervising teacher as being experienced, professional, and capable of guiding your teaching experience.

6. Accept cheerfully and willingly the various assignments which you may be given.

7. Endeavor to bring credit to yourself and to the college. Your behavior throughout the student teaching experience should exemplify the best of your ability.

8. Accept the premise that the cooperating school is dedicated first and foremost to the well-being of students in that school. Abide by all rules which apply to students and teachers. You are not a visitor in a privileged status, but a fellow worker subject to the established standards and practices of the school in which you are teaching.

9. Planning should be thorough from the beginning of student teaching. Discussing these plans will provide an excellent opportunity for evaluation and professional growth. After you begin teaching a full schedule, your plans will be shortened, but still they should be clear-cut and concise.

10. Get to know your students as well as possible through casual conversation, observation, conferences, test scores, and examination of school records. Getting to know the students will help you to identify the causes of classroom misbehavior and to employ corrective techniques.

11. Assume responsibility for or help with the physical condition of the classroom: lighting, ventilation, heat, equipment, bulletin board, flowers, and supplementary materials. All of these factors are important in establishing a good classroom atmosphere.

12. Develop a receptive attitude toward suggestions and criticisms. If errors are to be avoided and/or corrected, such an attitude must exist; however, it is not your task to become a duplicate of your supervising teacher. It is a unique opportunity to get feedback concerning your teaching style from a professional teacher.

Well, you just tell them what to do— and they do it.
INTERN
Chart
Aide
Aide
Small WORK GROUP
GRADES RECORDS
Aide

Case 1-4

Susan was a successful intern in a high school English class. She had developed an excellent rapport with her students and had been very happy with her own progress. Everything went well until one of her students yelled out while leaving her class: "Goodby, Susan!" She was shocked but let the matter drop. Word of this happening spread around the school rapidly. On her way to her car at the close of school, she was called by her first name at least three times.

When Susan arrived home, she was distraught. Things had gone so well until then.

1. Should students be ignored by Susan when they make such comments?

2. What could Susan do to solve this problem?

3. Will Susan need the assistance of the supervising teacher, principal, or college coordinator?

4. As Susan's supervising teacher, what would you do in this situation?

Case 2-4

Bill had been dependable about turning his lesson plans in early and had undoubtedly spent a great deal of time on them. Today he presented a good introduction to his lesson, gave some valuable information, and assigned his students a worksheet. The problem was that the class was composed of students with varying abilities who finished the worksheet at different times. Students finishing first were not provided anything to do; therefore, discipline problems resulted. This had happened before, but Bill did not seem to develop any solution.

1. Is this a common problem of student teaching interns?

2. Should Bill be asked to observe the supervising teacher again?

3. What should the supervising teacher do to help Bill?

Case 3-4

Bob is successfully completing an internship in high school history. Everything was going fine until he began dating one of his students in his fifth period class. She was a beautiful senior who undoubtedly was infatuated with her new intern. Several of the students in the fifth period class began to tease Bob about his extracurricular affairs.

1. Is it proper for interns to date their students? Why or why not?

2. Should Bob be told to quit dating the senior girl or else quit student teaching?

3. What should the supervising teacher do about this situation?

4. What role should the coordinator take in this matter?

Case 4-4

Mr. Muller's intern had designed a dynamic lesson and had managed to affect motivation. While using the blackboard, he misspelled a word. None of the students said anything to the intern. However, one of the students privately mentioned it to Mr. Muller.

1. Should interns be allowed to "get by" with making errors in spelling?

2. Would it be wise for Mr. Muller to ignore this matter?

3. What action, if any, should be taken?

4. Should interns be allowed to make mistakes? How should these mistakes be explained to the students?

Case 5-4

Miss Smith is an intern in a sixth grade classroom. This was her fourth week, and her supervising teacher was very happy with her. Some of the other teachers in the building, however, were critical of her behavior during lunch period.

Parents were hired by the school district to supervise the lunchroom activities. This supposedly gave the teachers and students a short break from each other. The teachers had their lunch together in the workroom and enjoyed chatting. Some felt that it was rude that Miss Smith did not join them.

Miss Smith preferred to eat with her class. She felt that she could get to know the students better during an informal lunch period. To Miss Smith this interaction was more important than joining the other teachers. One of the teachers, Mrs. Randolph, confronted Miss Smith in the hallway and told her that her omission at lunch was a sore point with a number of them. Miss Smith tried to explain her position but got a cold response.

Miss Smith felt unhappy about this matter.

1. Will this situation jeopardize Miss Smith's success in student teaching?

2. Do you think that her supervising teacher knows about the feeling of these teachers? If so, why did she not mention it to her?

3. Do you agree with Miss Smith's feelings about eating with her class?

4. Should Miss Smith and her supervising teacher do anything to ease this sore point among some of the teachers? If so, what could be done?

Case 6-4

Luke had completed his sixth week in a junior high geography assignment. He felt uneasy because his supervising teacher had never said anything complimentary to him about his teaching. She had made some criticism about a few of his techniques but was never positive in her comments. Luke was particularly disappointed when he was marked only average on his mid-term evaluation. He thought he was surely doing something above average.

1. Was the supervising teacher wrong in never making positive comments concerning Luke's work?

2. Should Luke confront his supervising teacher about his concerns?

3. How could the coordinator be of help to Luke?

"Children have to be educated, but they have also to be left to educate themselves."

—Ernest Dimnet

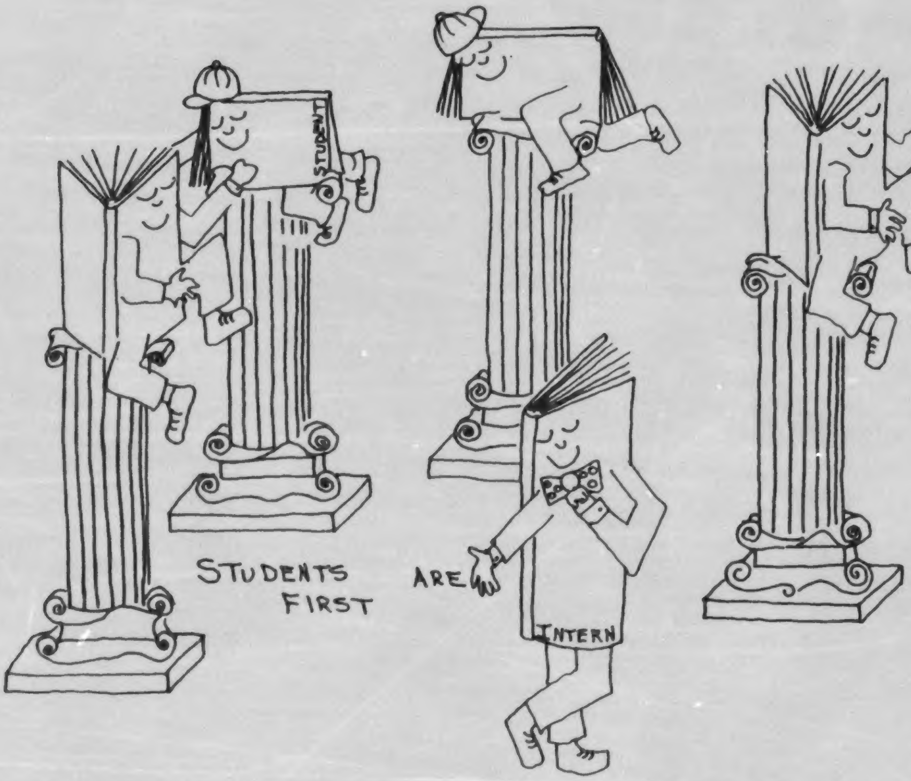
5

ROLE OF THE STUDENTS

The most important ingredient in a school situation is the student. This ingredient, of course, is the focal point of the educational program. A successful student teaching intern will assist in meeting the educational needs of a given group of students.

Knowledge of pupils can benefit an intern enormously. Interns that start at the beginning of the year learn (along with the teachers) the needs of the students, their capabilities, and their learning levels. On the other hand, interns who begin late in the year are at a disadvantage in knowing where the students have been working. It is then more difficult for the interns to communicate with the students and to understand the structure of the classroom setting. It will be up to the supervising teacher to fill these gaps.

One of the major concerns of the intern is classroom control. It is a shock for most interns to realize that they will soon be in charge of the discipline for an entire class. Often the intern cannot distinguish between teaching the students and making "friends" with the students. This beginning teacher many times does not have the knack of handling the entire group. Until the intern gains self-confidence and more knowledge about the groups, it is necessary to begin by working with individual students and small groups. Most interns have had numerous experiences of this type and will soon be able to prepare for whole-class teaching.



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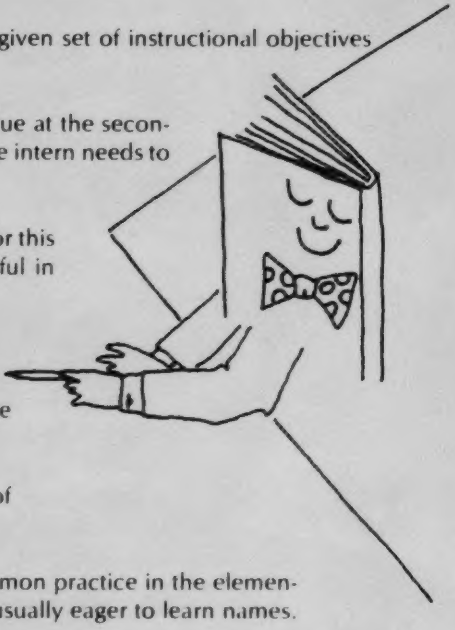
A number of competencies specifically pertaining to students should be mastered during student teaching. Some of these are as follows:

1. The demonstration of behaviors which reflect feeling for the dignity and worth of people from all ethnic, cultural, linguistic, and economic groups.
2. The demonstration of instructional and social skills which assist students in developing a positive self concept.
3. The identification and development of a system for keeping records of class and individual students' progress.
4. The demonstration of competence in motivating learners.
5. The counseling of students both individually and collectively concerning their academic needs.
6. The establishment of rapport with students in the classroom by using verbal and/or visual motivational devices.
7. The demonstration of a fair and just attitude in dealing with students.
8. The demonstration of competence and fairness in the evaluation of students.
9. The formulation of a standard of student behavior in the classroom
10. The demonstration of competence in the clinical approach to misbehavior.
11. The diagnosis of the entry knowledge and/or skill of students for a given set of instructional objectives using diagnostic tests, teacher observations, and student records.

Students will often try to become personally involved with the intern. This is true at the secondary level as well as elementary. Everyone becomes involved to a degree, but the intern needs to avoid becoming too personally involved.

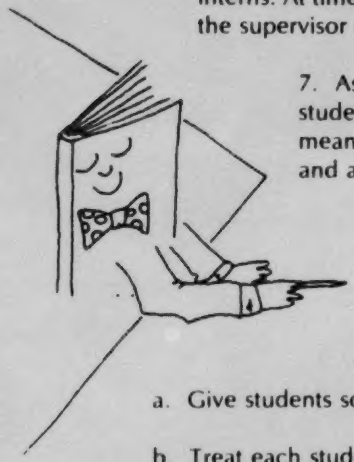
Younger students like to touch or pat their teacher. There is a time and a place for this but not during the middle of class. The supervising teacher can be very helpful in guiding these situations.



Rx for the Supervising Teacher

1. Prepare your students for the intern. Convince them that the intern is there to assume the role of the teacher.
2. Encourage the students to cooperate with the new person. The attitude of the students depends a great deal on the attitude of the supervisor.
3. Placing name tags on the students' desks when the intern arrives is a common practice in the elementary schools. This would be very much appreciated by the intern, who is usually eager to learn names.
4. Review the class rules with the students in the presence of the intern. Beginning interns are quite concerned about the status of their authority in the classroom. Reviewing the rules should avoid misunderstandings at a later date.
5. Provide the intern with an opportunity to learn about the students who are in your classes. Cumulative records, individual conferences, open-ended questionnaires, small group explorations, etc., provide sources for this purpose.

6. Some supervising teachers prefer not to point out which pupils have had discipline problems. Therefore, interns have no pre-conceived ideas about pupils. Students often respond differently to interns. At times, the intern will see a side of the pupil overlooked by the supervising teacher, and the supervisor gets a new perspective on a child.



7. Assist the intern in setting realistic standards of performance of themselves and the students. Encourage creative thinking and planning by students and intern. This will mean permitting the classroom routines to vary to provide for the intern's special needs and abilities.

Rx for the Intern

1. Think through a philosophy in working with students; such a philosophy might include the following:

   a. Give students some freedom of choice, self-expression.

   b. Treat each student as an individual, and give him opportunity to express ideas.

   c. Give opportunities for the individual to learn to think for himself.

   d. Try not to do for the students what they can do for themselves.

   e. Try to have a positive approach, using a kind firmness.

   f. Make suggestions more frequently than you issue commands.

   g. Follow through when you have asked for a response. If you ask a question, give the students time to think about it. Do not just keep on talking.

   h. Try to give the students reasons for doing certain things required of them. Lead them to think through some of the reasons for themselves.

   i. Try to be consistent in your approach so the students will know what is expected of them.

   j. Lead the students to finish the projects they start.

   k. Talk in the language of the age group with which you are working. Avoid talking down to the students.

   l. Avoid having favorites.

   m. Plan ways students can accept responsibilities. Help them to follow through.

   n. Be alert to changing conditions and new needs.

   o. Remember that one does not have to be constantly talking to students in order for them to learn.

   p. Listen when students talk to you. Be alert to their ideas which might be used.

   q. Use questions to help students think through problems on their own.

   r. Study each student to learn where he needs to grow. Be aware of all students who do not participate.

2. Learn the students' names very quickly. This can be done by making a seating chart. Try to get to know the students individually. Your supervising teacher will be your best resource in this respect.

3. Get to know your pupils as well as possible through observation, conferences, test scores, and examination of school records. During observations you might look for the following:

   a. How pupil's responsibility and initiative are promoted.

   b. How pupil and pupil-teacher planning are encouraged and carried out.

   c. The amount and quality of pupil participation.

   d. Evidence of pupil personality factors such as: excessive shyness, extremely critical attitudes, extreme sensitiveness, day dreaming.

   e. The work habits of the pupils, such as the ability to work independently or cooperatively with other students and the willingness to ask for and use help from others.

4. Do your very best in working with the students. Regardless of age, students are quick to notice lack of preparation, uncertainly, and insincerity. They will try you at times but will want you to succeed if they feel you are sincerely interested in them.

5. Avoid the following common errors in working with students:

   a. Calling on the better students too often.

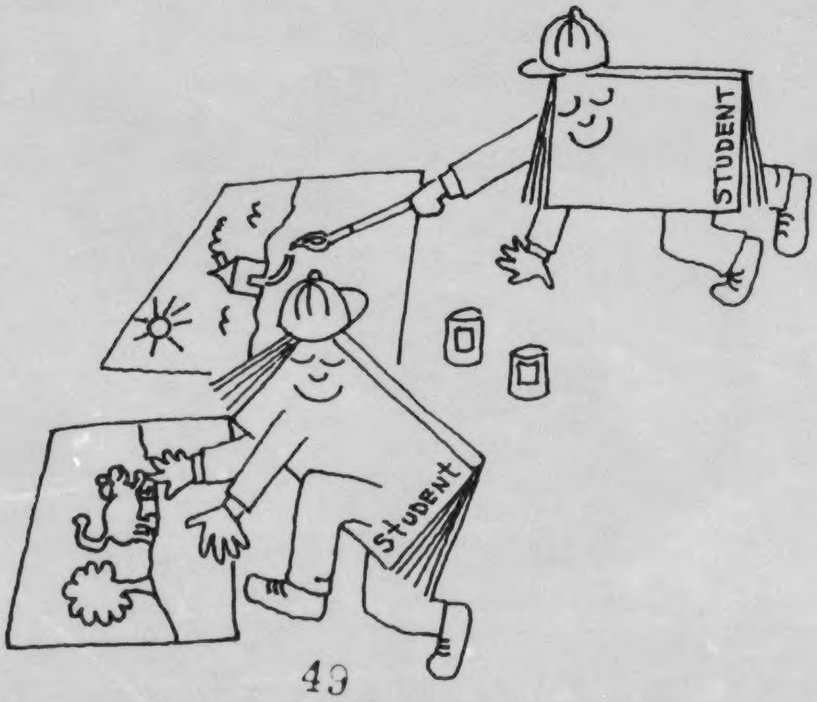
   b. Failing to explain material at the pupils' level.

   c. Taking for granted that students know certain facts.

   d. Punishing the entire class for misbehavior of one or two people.

   e. Punishing individual pupils before the entire class.

6. Interns are not to touch or paddle a student in disciplinary action. Under no circumstances is the intern to inflict corporal punishment.



Case 1-5

Sally is an intern in a fifth grade classroom. She has progressed satisfactorily but has been a bit ill-at-ease about the behavior of two or three of the boys. There had been no major problems until today when one of her students, Don, refused to go to the office at her request. The supervising teacher was in the workroom, and Don was bigger than the intern. Sally decided to ignore the situation.

Shortly afterwards she asked one of her other problem boys to quit bothering his neighbor. He yelled out: "I don't have to! You aren't my teacher!"

1. Would it be wise for Sally to send someone for the supervising teacher?

2. What should Sally do?

3. Was there a better way of handling Don after he refused to go to the office?

4. How should the supervising teacher deal with this situation?

Case 2-5

Teresa is a student in the biology class of Mr. Halfback, a new intern. She is very much attracted to this intern who has been the star quarterback at a nearby university. Mr. Halfback asked her to sit down during a lesson, and she proceeded to run out of the classroom. The parents were contacted and the situation was explained to them during a conference. Teresa was counseled by the guidance counselor, and she explained her deep attraction for Mr. Halfback. She felt that he was also interested in her and was crushed when he asked her to sit down.

1. What parties should have been included in the conference with the parents?

2. Was Mr. Halfback at fault in this situation? Explain your answer.

3. Should the supervising teacher talk to Mr. Halfback relative to this situation with Teresa?

Case 3-5

Randy is an intern in an eighth grade science class. He has taken over three classes and appears to be doing a good job. Today Randy presented an activity project and became quite upset at the end of the lesson when his students went to the supervising teacher rather than to him for assistance on the worksheet. The supervising teacher noticed Randy's reaction and asked the students to go to Randy with their problems. The students continued to go to the supervising teacher.

1. Should the supervising teacher leave the room and turn it over to Randy? Why or why not?

2. Why do you feel that the students would not seek out the intern?

3. What would be the best way for Randy to solve this problem?

4. Could the supervising teacher be of assistance in this matter? In what ways?

Case 4-5

Betty is in her second week as an intern in a second grade classroom. Her supervising teacher runs a very relaxed classroom, which is a concern to Betty. As an intern, she is afraid that when she begins teaching she will not have control at all. The few times the supervisor has left the room, the students have gotten completely out of hand. Betty feels she has become overly friendly with two or three of the students and fears that this will work against her. In fact, one of the students mentioned that he could hardly wait until she began teaching because he was "tired of working."

1. Do you feel that Betty has gotten off to a bad start? If so, explain.

2. Should Betty attempt to structure her classroom control according to the framework already set up by the supervising teacher? Explain.

3. What can be done to resolve this situation?

    a. By the supervising teacher?

    b. By Betty?

Case 5-5

Jack has completed his fifth week in a seventh grade English assignment. His supervising teacher is concerned about his passive attitude toward the seventh graders in his classes. Jack worked hard in preparing his lessons but never talked to the students individually or seemed interested in their affairs. He was primarily concerned with his lectures and treated his students as a mass rather than individuals.

1. Why is it necessary for an effective teacher to be interested in students as individuals?

2. What approach should Jack's supervising teacher take concerning this matter?

3. Should Jack be allowed to pass student teaching if he uses only the lecture approach to teaching?

4. Could the coordinator be of assistance to Jack? In what way?

Case 6-5

Mrs. Smith was assigned as an intern in a senior high school. During the third week she discovered she was pregnant. Up to this time, Mrs. Smith had shown little enthusiasm; from then on the situation even got worse. Mrs. Smith seldom got out of her seat which was located in the front of the room. During testing situations, the students began to copy from each other since there was so little supervision. The word got to the supervising teacher and she became furious. Cheating had not previously been a problem.

1. Were the students at fault?

2. Should Mrs. Smith be pulled out of student teaching since she was pregnant?

3. Can one teach effectively while sitting in the front of the room most of the time? Explain?

4. What could be done about the cheating?

"The test and use of man's education is that he finds pleasure in the exercise of his mind."
--Jacques Barzun

6

LEGAL STATUS

The legal status of the student teaching intern is a perennial question with both interns and supervisors. Although the degree and approved program status of the intern is prescribed by state law and interpreted by state board of education rules, the legal responsibility and liability of the intern pose questions for supervising teachers and interns.

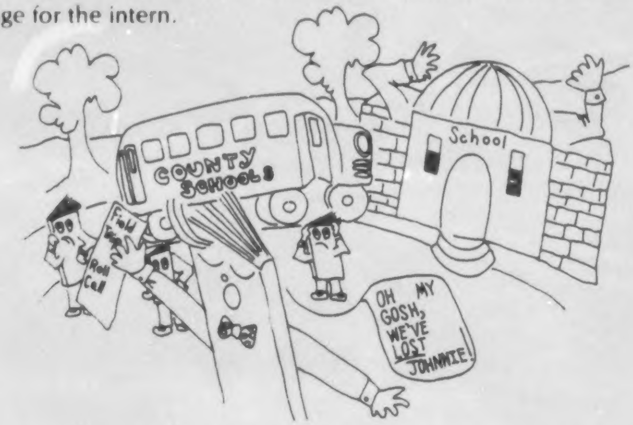
Many state legislatures deal with the classroom role of the student teaching intern in only a general sense. Most statutes relating to the student teaching intern have been enacted since 1970, although a few existed prior to 1965. Since this area of school law is in a developmental stage, student teaching interns should keep abreast of current cases in their own states.[3]

Most states require the intern to comply with local school board rules and regulations and to observe all duties of the classroom teacher. In at least 14 states (Florida, Kansas, Kentucky, Maryland, Mississippi, Montana, Nebraska, North Carolina, North Dakota, Oklahoma, Oregon, Tennessee, Utah, and West Virginia), student teaching interns are given the same legal status and protection of the law as certified teachers or substitute teachers.

An example of this type of legislation is the reference to the legal position of the student teaching intern in the Florida Statutes, Chapter 228 (Public Education: General Provisions), Section .041 (9):

> Instructional Personnel.--"Instructional Personnel shall mean any member of the instructional staff as defined by regulations of the state board and shall be used synonymously with the word "teacher" and shall include teachers, librarians, and others engaged in an instructional capacity in the schools. A student who is enrolled in an institution of higher education approved by the state board for teacher training and who is jointly assigned by such institution of higher education and a school board to perform practice teaching under the direction of a regularly employed and certificated teacher shall be accorded the same protection of the laws as that accorded the certificated teacher while serving such supervised internship, except for the right to bargain collectively with employees of the school board."

Although some authorities in school law consider the student teaching intern to be covered by district liability insurance, every intern is encouraged to personally purchase liability insurance to cover the period of student teaching. This liability insurance is available from various organizations of professional educators as well as from independent insurance agencies. Physical education, technical education and science classes are examples of particular needs of liability coverage for the intern.



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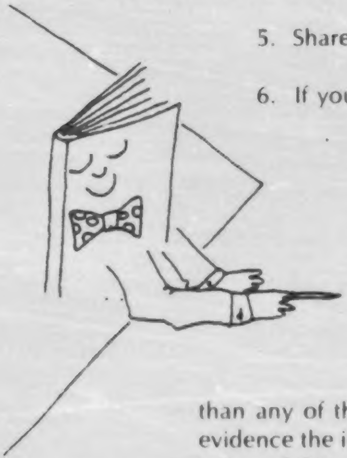
[3] William R. Hazard et al, *Legal Issues in Teachers Preparation and Certification*, (Washington, D.C.: ERIC Clearhouse on Teacher Education, 1977), pp. 7-15.

A major source of information relative to the legal status of the student teaching intern is the appropriate book of state rules for school boards. Most principals will have a copy. The intern should borrow the book or spend some time in the administrative office reading the sections pertaining to preservice teachers. These state rules for school boards are the official interpretation of the laws passed by the state legislature and will be written in language easily comprehended. If the principal does not have such material, he may be able to secure a copy for the intern.

It is imperative that the student teaching intern be aware that the majority of lawsuits in teacher liability cases arise from alleged negligence on the part of the teacher. This deserves special attention from the person preparing to teach.

Rx for the Supervising Teacher

1. As a supervising teacher, it is sometimes easy to forget that the novice teacher in your classroom may not be aware of the current legal status of a student teaching intern. It is natural to assume that those working with us are as knowledgeable as we are about such professionally related matters as legal status.
2. It would be a great help to the intern if you would share your experiences relating to school law.
3. With all the matters demanding the intern's time, it may be difficult to find time for additional reading. If possible, however, share reading material with the intern to extend knowledge of the legal status.
4. Refer the intern to specific individuals on your faculty who are knowledgeable in the area of school law.



5. Share with the intern a copy of your contract.
6. If your local professional organizations dispense materials relative to the legal status of the teacher and the rights and responsibilities of the teacher, obtain copies of such materials for your intern. Sometimes the intern may be too busy or feels awkward pursuing this type of material.
7. Make it as easy as possible for the beginning teacher to learn as much as possible related to school law during the student teaching process.

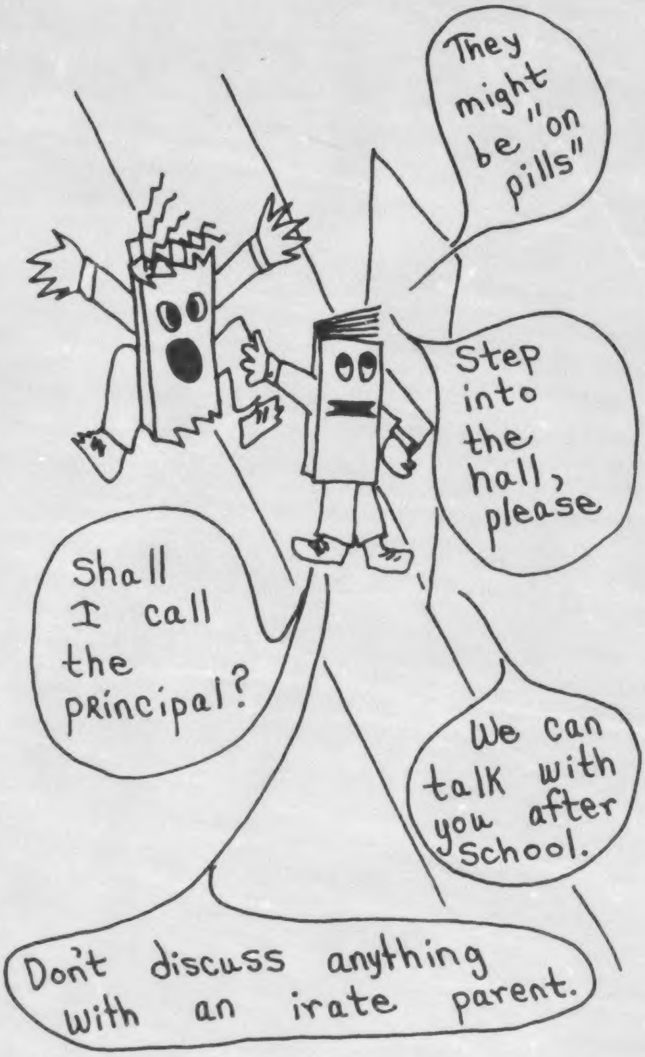
Rx for Intern

1. Acts of negligence probably give teachers and interns more problems than any of the other law-related situations. Negligence can be proved only if there is insufficient evidence the intern has warned the classroom students of hazards, either real or potential. Documentation of this warning is essential and should be kept in a permanent file by the intern.
2. Utilize all available sources to find information concerning your legal status not only as an intern but also as a teacher when you will have your own classroom.
3. Discuss this in the teacher's lounge. You will find a wealth of information, and probably most of it will be in the form of specific cases. Analyze all that you hear and read.
4. Find other professionals interested in discussing these matters with you. What you learn will be more meaningful and will be retained longer by your having discussed and reflected upon someone else's ideas.
5. Procure a copy of the state school board rules from your principal and make an effort to read them.
6. Be aware of the responsibilities under which you are working. You are in a position to be involved in activities with far-reaching results.
7. Maintain what would be classified as "reasonable" behavior and you will be relatively safe.

8. Avoid taking chances, both as a student teaching intern and as a teacher. Lawsuits are expensive, even if you win. Aside from the legal implications of a lawsuit, you might experience difficulties with your state teaching certification.

9. Purchase liability insurance, available for a minimal fee, for that period of time you will be in school as a student teaching intern.

10. Since much of the developing law involving your type of position will be based on case law, attempt to avoid being party to any such cases.


They might be "on pills"
Step into the hall, please
Shall I call the principal?
We can talk with you after school.
Don't discuss anything with an irate parent.

Case 1-6

Hal Rosser was interning in the industrial arts classroom in the middle school. At the beginning of each unit, he carefully outlined safety procedures for the students and watched alertly to insure that students obeyed safety regulations. The students had learned how to use the equipment, the large saws, etc., and generally were careful to avoid "horsing-around".

One day, as a student was cutting a piece of wood on the table saw, he asked another student to hold the heavier side of the wood as it passed through the saw. As the wood ran through the saw, the student holding the heavy side moved with the wood up against the wall. The wood caught and injured his hand.

Immediately the intern saw what was happening and turned off the main power switch. After rescuing the student with the injured hand, Mr. Rosser went with him to the office for first aid, leaving the supervising teacher in charge of the class. As he walked down the corridor with the student, Mr. Rosser's mind was full of questions. Aside from the safety of the student, the intern was concerned with his own legal status and what would happen to him.

1. Could the parents sue him for negligence in this accident?

2. Would he lose his opportunity to be certified?

3. Should he immediately call his coordinator?

4. Should he call a lawyer?

5. With legal issues involving students more and more each day, would this be a bad mark on his record?

6. How could he prepare himself to live with all those possible accidents that might happen in a shop class?

7. Should he become certified in social studies instead?

Case 2-6

Myrtle Jenkins was thoroughly enjoying the first grade class where she was interning. With no major problems on the horizon, she was trying to prepare herself professionally as well as possible. She wanted to read the state rules under which the schools and teachers operated, but when she asked the principal if she might borrow a copy, he shrugged off her request and told her, "Well, you really don't need to read that. We'll tell you everything you need to know here."

Myrtle was dumbfounded. She had never imagined that an administrator could say such a thing.

1. Should she give up and forget about the rules and their implications for her professional life?

2. Would it be appropriate for her to discuss this with her supervising teacher? With the college coordinator?

3. Should she go to the district office and request a copy of the state rules?

4. Would it appear that she was trying to make waves if she pursued this matter furth[illegible]

5. Does she have the right to read the rules? Explain your answer.

Case 3-6

During a conference with the parents of one of his sixth grade students, Johnny Reisor realized that the frustration level of the parents was increasing. Johnny had been the student teaching intern in the sixth grade for two months and during that time, this student had experienced more difficulty than previously with homework, classwork, and tests. The parents were alleging that the intern was not an appropriate teacher for their child.

Johnny had tried several resources but with no success. He and the supervising teacher realized that the student was beginning to display learning problems that would require more time than they had to give to one student. It was difficult to get parents to understand this.

As the conference wore on, the situation became more disturbing. Finally, the father stood up and stated that it was the responsibility of the school to teach his son and that if they could not do that, he would sue the school, the supervising teacher and the intern. He intimated that the problem was probably the use of the student teaching intern in the classroom, anyway. As the parents left the conference, Johnny reflected on his future.

1. Did he want to continue in a profession in which he could be sued for doing the best he could with a child?

2. Would he be considered the reason for the child's failure?

3. Would the school take the full responsibility for this or would he have to stand alone?

4. Would the college be involved in any such lawsuit?

Case 4-6

Physical education classes offer many hazards to students. Sally Britt was aware of the legal hassle that some of the teachers in her field had undergone and she wanted to plan to avoid any such problems.

She considered having the parents of all her students sign a paper absolving her of any responsibility. Before she checked this out with her administrator, she wanted to consider all the ramifications.

1. How would her supervising teacher consider such a request?

2. Since the intern would be in the school only one term, would the supervising teacher be willing to go along with this?

3. What reaction would parents have?

4. Realistically, what would be the chances of getting such a statement from all the parents?

5. What could be done with the students whose parents refused to sign such a statement?

6. Could she legally absolve herself of the responsibility of these students? Explain.

Case 5-6

Louise was student teaching in Mrs. Max's eleventh grade English class. Although much younger than Mrs. Max, Louise was much more traditional in her expectations of students in their dress and conduct. She had expressed her disapproval about students' lack of concern over sloppy clothes and unkempt hair. One day, her reactions reached the boiling point when she asked a student to tie his shoes or leave class. The student refused, saying that he had a right to wear his shoes any way he wanted. As the student and Louise glared at each other, the other students turned to Mrs. Max.

1. What, if anything, should Mrs. Max do in this situation?

2. What options does Louise have?

3. What rights does the student have?

4. What steps could have been taken earlier to prevent this occurrence?

Case 6-6

Mr. Miller's new student teaching intern, Bob Walker, was a pious young man on his way to the seminary. He was getting his teacher certification to earn his way while he continued his education for the ministry. He felt strongly about having a morning devotion.

Without prior warning, Bob announced one morning to his ninth grade homeroom that they were to begin having Bible reading and prayer each day and that everyone would participate. There were surprised faces among the group as Bob proceeded to open the New Testament and begin reading. A student left his desk and walked out of the room; then two others followed. As Bob's face turned red with rage, the group began looking at each other in bewilderment.

1. What immediate action must be taken? By whom?

2. How should the college coordinator be involved?

3. What responsibility does the school administration have in this situation?

4. What rights do the students have?

5. What could the college preparation have done to have helped to avoid such a situation occurring?

6. Who should respond to the parents' phone calls and visits to the school about this incident? Why?

"Much education today is momumentally ineffective. All too often we are giving young people cut flowers when we should be teaching them to grow their own plants." --John W. Gardner

7

ETHICS OF THE TEACHING PROFESSION

An early discussion of ethics in teaching can serve to guide the intern and can allow the supervising teacher to know more about the professional ideas of the intern. Frequently, the supervising teacher will discover that a review of professional ethics re-affirms a prior personal commitment to teaching. It is important for the intern to realize that such a commitment exits.

Any list of ethical prescriptions should be considered in relation to the particular school involved. Adaptability of this nature is one of the reasons the internship is considered to be one of the most vital components of a teacher training program.

The specific meaning of terms lies within the minds of those who express them. Terms such as equal educational opportunity, ethical standards, worthy member of society, and professional service may have different implications for different people. In view of those differences of opinion, plus the fact that such a code does not reflect the aspirations of all educators, the following Code of Ethics of the Education Profession is offered for the consideration of supervising teachers and their student teaching interns.

CODE OF ETHICS
of
The Education Profession
National Education Association, 1975[4]

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

Principle I -- Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

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[4] National Education Association (Washington, D.C., 1975).

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
    a. Exclude any student from participation in any program;
    b. Deny benefits to any student;
    c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principle II -- Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator[illegible]

1. Shall not in an application for professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

STUDENT TEACHER CODE OF ETHICS[5]

1. All information which the student teacher receives about pupils in his class or school is to be kept confidential.

2. A student teacher should be more concerned with what is being achieved with the pupils than with the impressions being made on the supervising teacher or college supervisor.

3. The student teacher should maintain the dignity necessary to gain the respect of his pupils.

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[5] Henry and Beasley, op. cit., pp. 16-17.

4. The student teacher should show enthusiasm concerning the learning experiences being developed with pupils.

5. The student teacher should be sympathetic and courteous toward all pupils.

6. The student teacher should consider himself a member of the community in which he is teaching and act accordingly.

7. Disciplinary measures used by the student teacher should conform to the instructions of the supervising teacher.

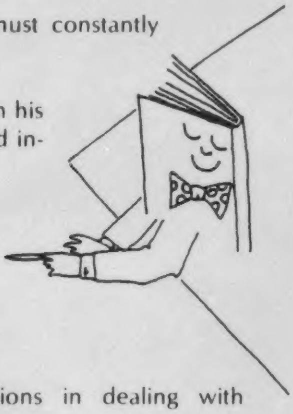
8. The student teacher must be an example to his pupils in every way--physically, mentally, ethically.

9. The student teacher should be just as interested in and be as ready to assist with the improvement of a class as if it were his own.

10. The student teacher must realize that each pupil is an individual, and must take into consideration individual abilities, interests, and capacities for learning.

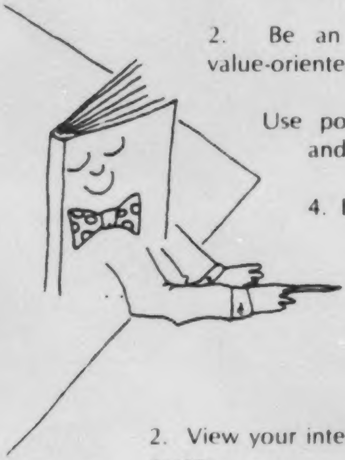
11. The student teacher must be completely impartial in dealing with pupils, and must constantly strive to be fair while judging pupils' actions.

12. The student teacher should refrain from imposing his religious or political views upon his pupils, and should exhibit a broad-minded, tolerant attitude toward other groups and individuals.



Rx for the Supervising Teacher

1. Expose your intern to those members on your faculty that exemplify the teachers' code of ethics.



2. Be an example so that daily there will be learning situations in dealing with value-oriented topics for your intern.

Use positive approaches rather than criticism when discussing school in particular and education in general.

4. Explain to your intern the benefits of good public relations on the part of the teacher.

Rx for the Intern

1. Try to strictly obey all the school rules governing your conduct while you are involved in student teaching.

2. View your intern experiences as valuable and use these experiences in developing your teaching career.

3. Avoid discussing actions or problems that occur in the classroom with unauthorized individuals.

4. Maintain a sensitive but objective attitude toward your students.
5. Avoid pre-judging a student for any reason--race, sex, age, ethnic or economic background.
6. Be aware that students' attitudes about learning are developing simultaneously with subject learning.
7. Respect the rights of the student as required by law (P.L. 94-142).
8. Remember the dynamic impact that you can have on your students and insure a positive one.
9. Remember the example you give for your students. Be fair and honest.

Sorry, I'm sick Today.

Call in when you'll be out or Late. The teachers and students depend upon you!

Case 1-7

Linda Smith had always wanted to be a physical education teacher. Working with the cheerleaders' sponsor as a student teacher added another dimension to her professional preparation. Since it was spring term, Linda was able to assist with tryouts for the following year by girls who wanted to be cheerleaders. She enjoyed the procedure until something happened that disturbed her. Although to Linda it was obvious who the next year's bevy of cheerleaders would be, when they were announced, it appeared that a less talented girl had won out over a very talented minority student. This disturbed Linda and she attempted to discuss it with her supervising teacher. She was told that it was none of her affair. Still perplexed, Linda worried about the injustice committed.

1. Under what ethical constraints was Linda operating?

2. What would probably happen if she insisted on discussing it with the supervising teacher?

3. In what ways could the coordinator help Linda? Should she confide in him?

4. Were any other options open to Linda? What?

Case 2-7

Mike Spooner was student teaching in Mrs. Breen's third grade classroom. He was delighted when he had received his placement assignment. He knew that a parent of one of Mrs. Breen's students was the owner of a local automobile dealership. Early in the term, Mike scheduled a parent conference with the automobile salesman-parent. After briefly discussing the student's progress, Mike changed the subject to automobile sales and discounts to teachers. The parent was really put on the spot. He did not want to say or do anything to this student teacher that would hurt his son.

1. What could the parent do?

2. With whom should the parent discuss the situation?

3. What effect would a case conference on Mike's problem have?

4. Should Mike be withdrawn from student teaching? Should he be allowed to continue?

5. If you were the coordinator, what would you say to Mike?

6. How could long-range changes occur in Mike's philosophy?

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Case 3-7

Glenda Faye and Barbara Jean were college roommates and had been assigned student teaching placements in different sections of the city. As they compared notes of materials, supplies and resources available to their students in biology they became aware of financial discrimination between the schools within the same district. They became enraged about the sitution and tried to decide between themselves the best course of action.

1. Who would be interested in listening to these two?

2. Were there other individuals in the school district who were aware of the situation? If so, why had they done nothing?

3. Would questioning the practice hurt their chances of employment in the district?

4. If you were Glenda Faye or Barbara Jean, what would you do?

Case 4-7

Nelson Dodd was a politically active young man prior to his student teaching assignment in junior high civics. Political activity was high because of an upcoming election. Nelson's candidate needed handbills distributed door-to-door throughout the town. Nelson promised an "A" to every student who would distribute three hundred handbills.

The next morning, the principal called Nelson to his office and asked him to explain his actions.

1. Did Nelson have the right to reward students in such a manner for political activity?

2. Could he punish those students who did not participate?

3. What conversation probably transpired between the principal and Nelson?

4. What do you think was the final outcome?

Case 5-7

Betsy Pringle was assigned to student teach in art at the beach high school. Her work in the classroom was barely acceptable. She spent little time planning and preparing her lessons. However, she had greater problems with her social life. After school on Fridays, the students knew they could find her at the local beach bar, which she usually patronized all weekend. When she began missing school on Mondays, the students explained to the supervising teacher how Betsy had partied at the bar until early Monday morning. The supervising teacher knew something must be done.

1. Betsy seemed to have a number of problems. Rank them in order of importance to her professional life as a teacher.

2. What action should the supervising teacher take? Should Betsy's parents be involved?

3. How can the coordinator facilitate better adjustment for Betsy?

4. Is there any hope for Betsy's future as a teacher?

Case 6-7

Randy Mitchell was a middle school reading student teacher. No one was aware Randy was homosexual until one of his students observed him typing material on the subject professing his inclination and sexual preference. Since this did not fit community norms, the school board requested Randy's immediate withdrawal from the classroom in which he was student teaching.

1. Was the college obligated to withdraw Randy from his student teaching placement? Why?

2. What options were open to Randy at this point? Had his rights been violated?

3. Do you think Randy's sexual perference would affect his teaching ability?

4. What could the solution be for Randy?

"Children have never been very good at listening to their elders, but they have never failed to imitate them."
— James Baldwin

8

GETTING TO KNOW FACULTY AND STAFF

The number of people on the school faculty can determine the number and quality of interactions the intern will share with faculty. In a small school, the intern should get to know all the faculty and be known, at least on a speak-in-the-hall basis. The intern should speak to everyone, smile and make some appropriate comment if possible. In a large school, there probably will be faculty the intern will never meet. Every effort should be made by the intern to get to know and observe the teachers on the same grade level or in the same department.

Becoming acquainted with the total staff would be a wise move for the intern. Knowing by name the school secretary, the counselor, the nurse and the custodian is a valuable professional procedure. It would be advantageous for the intern to become acquainted with the teacher aides in the school.

During the intern's initial visitations to the student teaching assignment, there should be the opportunity to meet a small circle of teachers. This group will probably include the supervising teacher, other teachers in the department or grade level, the department chairman or grade level chairman, the teachers across the hall and next door to the assigned classroom, the assistant principal and principal.

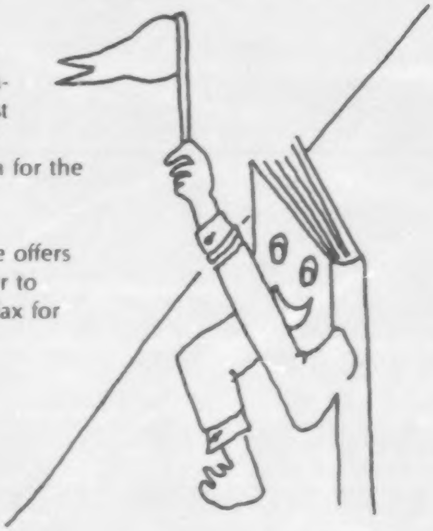
Without seeming pushy, the intern should use every opportunity appropriate to meet and talk with other faculty members from the first observation day until the last day of the assignment. Professional relationships are likely to develop which will both encourage and assist career-wise.

Although in many elementary schools the teacher eats with the class, some schools do offer a special dining area for faculty. The faculty table at lunch is an opportunity for the intern to get to know other faculty. Prudence dictates that the intern listen more than talk during such times. It is necessary to be friendly, listen courteously, and contribute to the conversation when appropriate.

Just as this is an excellent opportunity for the intern to get to know the faculty, so is it a good opportunity for the faculty to get to know the intern. The intern should be careful to avoid seeming hostile even though hostility may exist toward some ideas discussed. The intern should also avoid appearing to profess beliefs that run counter to those generally accepted by the community.

By expressing unpopular ideas or by appearing to be discourteous, crude, or hostile, the intern will probably lose any opportunity of being offered a permanent position in that school or in any other school in the community. The host school always retains the right of having the intern removed from the student teaching situation. A lack of ability to get along with faculty is sufficient reason for the withdrawal request.

The teachers' lounge is another good place to get to know faculty. The lounge offers a haven and refuge to tired teachers. Some teachers feel the lounge is a center to pick up on the latest news; others see it as a place to put their feet up and relax for five minutes before the next class with a cola or cup of coffee.



Student teachers should recognize the teachers' lounge as a place to relax momentarily, to meet new people, to discover more about the profession of teaching, and even, if necessary, to discuss student-related problems that there may be no time to discuss otherwise, provided confidentiality is observed. Many times, teachers from a prior year may share ideas and concerns about students with interns that will greatly aid the intern in developing individual programs for particular students. Usually the teachers' lounge contains a bulletin board and it would be advisable for the intern to check this frequently.

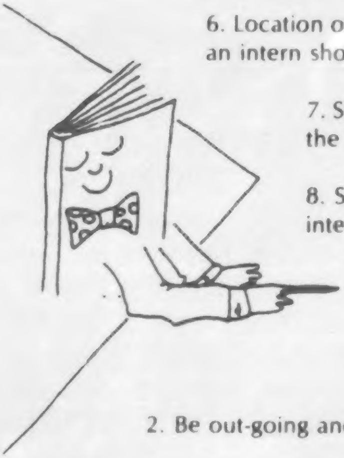
The intern should be careful of the impression being made on other teachers. The intern should be careful never to criticize the supervising teacher, other teachers, or the administration even though others in the group appear to criticize openly with no qualms. The intern should remember that those teachers already have a job. Should the conversation become unprofessional, the intern can tactfully bring up a new topic, appear to be engrossed in the plan book, or generally ignore the situation.

During their college training, future teachers are often advised to beware of the teachers' lounge, to stay out of "that place"; however, in the best professional and personal interest of the intern, appropriate uses of the teachers' lounge may be suggested by the supervising teacher.

Even after eating lunch at the faculty table and spending the morning break (if there is one) in the teachers' lounge, there will be some teachers the intern will have failed to meet. At the first faculty meeting held after the beginning of the student teaching term, the principal will probably introduce the intern to the entire faculty.

Rx for the Supervising Teacher

1. Prior to the arrival of the intern, discuss with your fellow teachers the fact that you will be having an intern in your classroom. Make a special point of discussing this with those faculty members and students who are also teaching the same subject.
2. If there are faculty members from the same home town or region, tell them about your intern.
3. Ask some of your fellow teachers for permission for your intern to visit in their classrooms to observe.
4. Before taking the intern with you to the first teachers' meeting, check with the principal for approval and give any information necessary for the introduction of the intern.
5. Find some congenial teachers who will be in the teachers' lounge at the same time your intern will be there and ask that they help to make the intern feel comfortable at your school.
6. Location of the bathroom facilities in the teachers' lounge is one of the primary things of which an intern should be aware.
7. Share with your intern school customs involving use of student bathroom facilities and the teachers' lounge.
8. Suggestions of names of teachers with similar interests would be appreciated by the intern.



Rx for the Intern

1. The last thing a teacher needs is a permanent shadow, so do not become one for your supervising teacher. Stand on your own two feet.
2. Be out-going and set your own patterns within the school schedule.
3. Avoid following your supervising teacher around all day.

4. It is appropriate for the two of you to go to lunch together, but allow some other teachers to sit next to the supervising teacher.

5. Just as the supervising teacher needs a break from the students during the day, so do the intern and supervising teacher need a break from each other.

6. It is your responsibility to make of yourself a congenial, out-going person that the other teachers enjoy being around.

7. Do your best to remember teachers' names when you are initially introduced.

8. If possible, remember something interesting about each teacher you meet and as time progresses you may find you have developed friendships that will last for a long time.

9. Use the teachers' lounge at appropriate times, during scheduled breaks, before and after school. This is where you have the opportunity to let the staff know that you are friendly.

10. When you go to the teachers' lounge, avoid exposing your educational philosophy to those teachers who are seeking a moment's rest.

11. Although shyness is often interpreted as aloofness, a safe general rule is to become acquainted with members of the faculty and have friendly conversation.

12. Indicate an interest in the activities of the school. You as an intern can use the area as one of your best resources for information on school activities as well as individual students.

13. Be extremely careful; do not gossip. Never let yourself be guilty of unflattering conversation about anyone--student or professional--either stated or implied.

14. Confidentiality is expected of any professional. In schools located near the college or university, the students taught by the intern may be children of faculty members at the school or college. In many cases parents and community residents are classroom volunteers; the intern should maintain professional discretion while also developing cordial relationships with all school employees.

15. You are a guest in the school and should not appear otherwise.

16. Remember that the teachers in the lounge already have contracts and you do not. You have to prove yourself; people are watching you and your reactions to practically everything to judge your professional development.

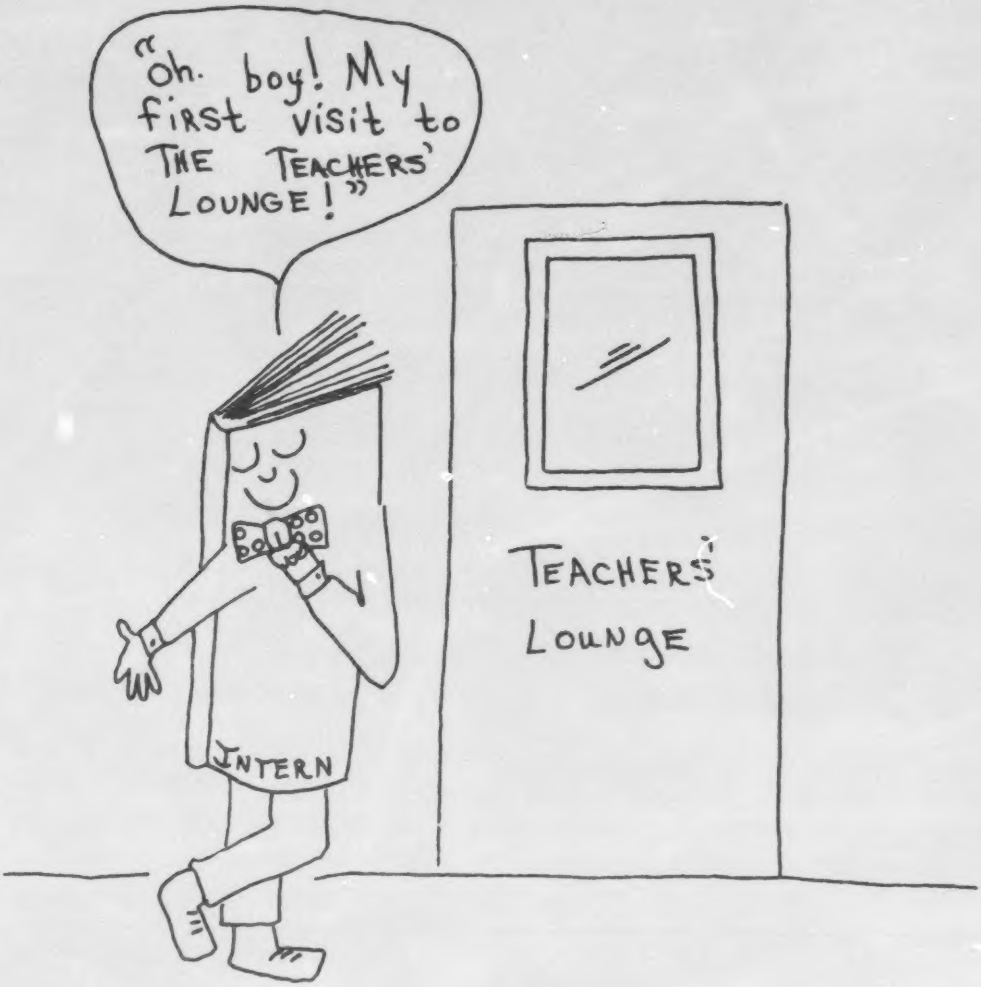
17. If there are several interns in your building, be careful not to cluster. Mix with the teachers; learn from them; and do not be afraid to ask their advice.

18. Be aware of the time you may be spending in the lounge.

19. Occasionally, particularly in the case of teachers with no homerooms, the lounge becomes a work room, a place to grade papers, make out tests, and check homework as well as develop lesson plans. Try to avoid disturbing these people at work.

20. If your lounge is used continuously during the day for relaxing, social-type activities, then find a corner in the library or the cafeteria (or some place your supervising teacher suggests) to work on your professional responsibilities. Trying to accomplish these tasks in a room where others are relaxed will tend to make you less productive.

21. The people you meet in the lounge may be good contacts for future job references, so behave accordingly.


"Oh. boy! My first visit to THE TEACHERS' LOUNGE!"
TEACHERS' LOUNGE
INTERN

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Case 1-8

Mazie Jones was the new intern in Mrs. Pollock's junior high math classes. Eager to become accepted as part of the school faculty, Mazie made a point of getting to know as many of the faculty as possible and a major part of her plan was for the faculty to get to know her. Early in the term, Mazie began to get to school a half hour earlier than other teachers so she could get her work organized and begin visiting with the other teachers as they arrived at school. Lengthy visitations cut into the other teachers' work time, and they mentioned this to Mrs. Pollock.

1. What action should Mrs. Pollack take?

2. Should she leave the situation up to the individuals who were being bothered and let them handle it as their own problem?

3. Should the coordinator from the college be involved?

Case 2-8

Bill Moore was assigned to intern in U.S. government with Mrs. Soltice. Bill held promise of becoming a good, strong teacher. His enthusiasm for his subject carried itself too far for some of his lunch table teacher friends. At times that enthusiasm would turn from aggression to hostility. As Bill realized the situation had occurred, he would carefully apologize. Another teacher told Mrs. Soltice that some of Bill's lunch group were unhappy with his aggression and hostility and were trying to avoid him.

1. Should she take any action? Should she let the situation take care of itself?

2. Should she try to stop Bill's inappropriate behavior or let him find out the hard way?

3. What help could members of the lunch group contribute?

Case 3-8

The faculty at Meadowbrook Elementary were always happy to welcome interns and their acceptance of Henry Johnson was no exception. Henry was to intern in Mrs. Lassiter's fourth grade classroom, and he appeared to be eager to get to work. At first Mrs. Lassiter thought Henry was just shy about being new in the classroom because he never talked to the children. She further observed that when possible, Henry avoided talking with students and faculty although he did not seem nervous about working closely with her. After two weeks in his assignment, Henry still had not visited the teachers' lounge or the school cafeteria. Mrs. Lassiter felt immediate action was necessary.

1. Should she ask him outright about his problem?

2. Should the college coordinator be involved with this problem prior to his next scheduled visit? How?

Case 4-8

The new intern in Mrs. Royal's home economics classes was Romana Parker. She was a vivacious, well-groomed, pretty young lady who enjoyed life and those around her, particularly the males. Problems probably would not have arisen if she had confined her activities to the teachers' lounge, but she saw no reason to avoid social activities in the school hallways. Finally, one young male teacher approached Mrs. Royal saying that it was embarrassing for Miss Parker to tickle him under the chin while his class filed into their room.

1. How can Ramona best be helped?

2. Should Mrs. Royal attack the problem directly and confront Ramona?

3. How can Mrs. Royal avoid hurting Ramona and yet help her learn appropriate school behavior?

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Case 5-8

James, the new intern in math at the high school, is not only a non-smoker; he hates the smell of tobacco smoke. The teachers in the lounge are, for the most part, cigarette smokers and one of the teachers, Mr. Guy in biology, is a cigar addict. James has a hectic schedule and needs to relax momentarily during the day. However, he does not like the way the lounge is "polluted". Furthermore, he feels led to tell the faculty members in the lounge how they not only are infringing on his rights but also are ruining their health.

1. What should James do?

2. How should his supervising teacher guide him?

3. What alternatives should be considered?

Case 6-8

Ella is thoroughly enjoying her student teaching. The faculty is happy with her and all aspects of her student teaching seem progressive and appropriate. Then one day, one of the female teachers, who happens to be recently divorced and quite good-looking, is alone with Ella in the teachers' lounge when Mr. Brown, the principal, enters. Ella notices inuendoes and begins to feel uncomfortable in the presence of these two people who obviously would like a few minutes alone.

1. What should Ella do?

2. Should she confide in her supervising teacher?

3. What future actions would you suggest?

Case 7-8

Bob is interning in a large high school which has a number of young teachers. As Bob began utilizing the teachers' lounge, one of the young male teachers seemed to take Bob under his wing, trying to help in any situation, to be available to answer all questions, and generally helpful. After a few weeks of such behavior, Bob sensed that this particular young male teacher had interests other than professional ones. Having realized that most of the faculty had seen them working together and talking to each other a great deal of the time, Bob knew that he was likely to be labeled in what he considered a negative way.

1. What could he do?

2. How could he explain this to his supervising teacher (a female)?

3. Could he go to the administration with this problem?

4. Should he discuss this with any other male faculty member?

5. Should he drop out of student teaching?

Case 8-8

Lu dearly loved working with the children in her first grade class and she was excited about the prospects of a career in education. She considered her supervising teacher one of the very best and felt fortunate that she had this particular assignment. She was so impressed with her supervising teacher that she became her shadow. The supervising teacher began to feel confined by the intern and needed to "get away" momentarily for some time each day. The intern, not wanting to miss a chance to learn from her supervisor, felt compelled to go with her to the lounge and continue dialogue there. The supervising teacher was at her wit's end.

1. How could she free herself of the student teacher?

2. What should the supervising teacher do?

3. Should she involve the university coordinator in this situation?

4. Would the principal be the appropriate person to work with this situation?

"The knowledge of the world is only to be acquired in the world, and not in a closet."

Lord Chesterfield

9

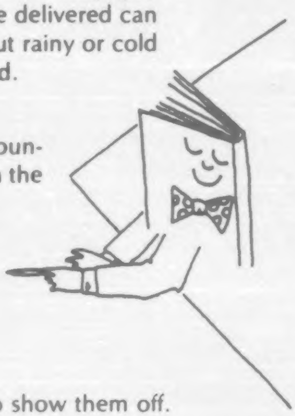
SCHOOL FAMILIARITY

Interns need to become familiar with the school plant. A great deal of time can be saved if the intern knows how to move quickly from one area of the school to another. A tour of the school building should be one of the first orders of business and should include the location of the library, teachers' lounge, physical education room, music room, general offices, guidance office, nurse's clinic, auditorium, gymnasium, cafeteria, and restrooms for pupils and adults.

Knowing the whereabouts of the custodial and maintenance staff is another must. These important people can be of invaluable help in keeping a classroom running smoothly. Interns should know the necessary procedures for obtaining their assistance and, if possible, be introduced to them at the start of student teaching.

Classes in the elementary schools often have different procedures. It is necessary to know where to deliver or pick up students for physical education, music, art, and other special classes. When and where the pupils arrive and depart on the buses must also be fixed well in mind; where pupils are to be delivered can often be different from where they are picked up. Interns must also be informed about rainy or cold day schedules. Confusion can result if the recommended procedures are not followed.

The boundaries of school grounds are often not fenced in. It is helpful to know these boundaries in order to participate in observation walks, recess periods, etc. Off-limit areas in the middle and high schools should be explained to interns.



Rx for the Supervising Teacher

1. Arrange a tour of the school for the intern at the start of student teaching. This would be an excellent initial contact between your principal and intern. Principals are usually proud of their buildings and appreciate the opportunity to show them off.

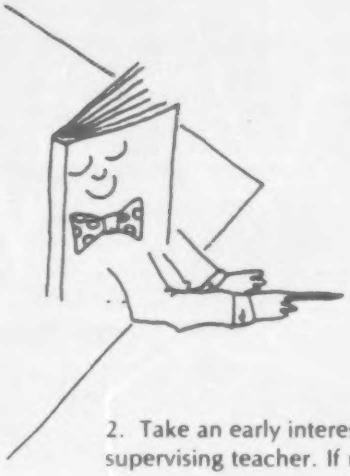
2. Try to get a map of the school for your intern; there is probably a fire drill map. If there is not one available, sketch one yourself.

3. Explain the pick-up and delivery system in operation for your class. Interns can be involved at the start in moving the pupils about the school; put them to work the first day.

4. Fire drill and other emergency procedures should also be explained as soon as possible. Your intern can be a big help during emergencies if properly trained.

5. If your school district has a central media center or production laboratory, make arrangements for your intern to spend some time there.

6. Also make plans for your intern to spend part of a day in the school library or media center.



Rx for the Intern

1. On your first visit to the school, report to the principal's office. Teachers often have to sign in at this office at the start of the day. Someone will take or direct you to your supervising teacher's room.

2. Take an early interest in touring the school building. This will probably be arranged for you by your supervising teacher. If not, suggest such a tour.

3. Study a floor plan of the building.

4. If you drive to school, inquire about the proper place to park. Schools often have restricted parking spaces.

5. If you smoke, inquire from your supervising teacher as to where and when this can be done. It might be permissible to smoke in the teachers' lounge, but ask your supervisor before smoking initially.

6. Find answers to the following questions:

   a. What are the school practices with regard to supervising corridors, group movement within the building, and space assignment on the playground?

   b. What are the teachers' responsibilities before and after school?

   c. What are the teachers' duties at lunch periods?

   d. What are the responsibilities of teachers for outdoor and indoor play periods?

   e. What are the other special duties of teachers in the building in which you teach?

7. Study the procedures for fire drill and tornado alert for your classroom. It might be that your supervising teacher will be out of the room when the first fire drill takes place. It could be disastrous if there was a real fire.

8. If you are an elementary intern, you should be eager to assist pupils getting to and from the buses. You should also show initiative in the supervision of students' restroom breaks. Line-up areas should be noted.

9. Be courteous and friendly to the custodians, secretaries, librarians, and lunchroom workers. These individuals can make your student teaching experiences much more pleasant if they are your friends.

10. Hold your phone calls to a minimum. Only emergency calls would be appropriate. Many phone calls are received by schools in a given day, and you should not be responsible for tying up the lines. Those calling you could ask to leave a message placed in the supervising teacher's mailbox.

Case 1-9

Susan is an intern in a second grade classroom. During the end of the first week of her assignment, she was given the responsibility of taking the students to the bus pickup station at the close of the school day. Susan appreciated this added responsibility since she wanted desperately to get off to a good start.

On the first day of this new assignment, her supervising teacher accompanied her to the bus pickup. The next day was to be her solo. When the time came, Susan proudly took her second graders to a bus pickup location and began waiting. To her dismay, the right bus did not arrive. Susan could not understand because she ended up on the wrong side of the building. The bus driver waited a while but, thinking that other arrangements had been made, drove away.

1. Who was at fault?

2. What happens now? This was a large school district and finding another bus would be difficult.

3. What will the parents think when their children are late?

4. Should Susan take the children home in shifts?

5. How will the supervising teacher and principal react?

6. Will Susan be removed from the student teaching program because of this mistake?

Case 2-9

Mr. Brown had been an intern for three weeks in a high school English assignment and appeared to have gotten off to a good start. There was only one concern that bothered his supervising teacher. Mr. Brown was an addicted smoker who thought he must have a cigaret between each class. His first pattern was to go into the restroom of the teachers' lounge to do his smoking since the lounge was near his classroom.

There was an unwritten law that the principal did not want any smoking on the school grounds--from students or teachers. After receiving complaints from other teachers about Mr. Brown's smoking, his supervisor asked him to quit. Mr. Brown continued to disappear a few minutes between each class. It was evident that he was not going to the lounge; his supervisor suspected that he was going to the nearest pupils' restroom to smoke.

1. What action should the supervising teacher take?

2. The time between classes is ideal for short conferences and might be needed for preparation. Can Mr. Brown justify his actions?

3. How will the principal react to this problem?

4. Should the coordinator be brought into the picture?

Case 3-9

Margaret arrived at school the first day of student teaching and had difficulty finding a place to park. She thought she had lucked out when she found a space near the front entrance. Margaret continued to park in the same spot for the first week of school. The next Monday morning the principal confronted Margaret and suggested that she find another space to park since she had been parking in a space which had customarily been taken by one of the regular teachers. Margaret was embarrassed and upset.

1. How important an issue is this?

2. Should a student intern be given all of the privileges of the regular teachers?

3. Why would it have been wise for Margaret to have inquired about where interns were to park before she arrived the first day?

4. Should Margaret apologize to the teacher whose parking space she had taken?

Case 4-9

Gerry is an intern assigned to a seventh grade social studies class. All middle school interns were asked to visit the centralized media center on the second day of student teaching. At a group meeting held on campus registration day, the interns were given precise directions on how to get to the media center which was about 12 miles from where Gerry was living. He decided to drive alone to the center. He did not give himself enough time, got lost, and missed more than half of the session.

The next day, Gerry's supervising teacher asked about his experiences at the media center. She was noticeably upset when he explained what had happened. She asked him if this episode was indicative of how he would perform in her classroom. Her lecture concerning the importance of promptness was long and to the point.

Gerry was in a quandary. What a way to begin student teaching!

1. Was it Gerry's fault that he could not find the media center?

2. Why does his supervising teacher make such a big deal out of this matter?

3. Since his supervising teacher is so upset, should Gerry request another assignment?

4. Is it too late to change assignments?

5. What do you think Gerry should do now?

Case 5-9

Bedford was in his third week as an intern in an eighth grade English assignment. He was in the middle of his third period class when the fire drill bell rang. Bedford did not know what to do with his class; he did have the insight, however, to ask his students since the supervising teacher was out of the classroom. They were able to get out of the building in a reasonable time so they were not conspicuous. Bedford thought about the possibilities of a real fire, however, and was upset with himself for not knowing the fire drill routes.

1. Was there any reasonable excuse for an intern not knowing fire drill procedures?

2. Whose responsibility was it to inform Bedford of the fire drill routes?

3. How will Bedford react to his students' comments about his lack of information?

4. Do you feel that Bedford learned a lesson from this event?

Case 6-9

Rocky met his ninth grade physical education class in the gymnasium for his first lesson. His supervising teacher was called to the office causing Rocky to feel a bit pressured. As planned, he was to take this class to the athletic field for a game of soccer. There was a busy four-lane highway to be crossed to get to this field; what Rocky did not know was that there was an overpass which was to be used. He led the students across the busy highway causing all kinds of anxieties and frustrations. Rocky was quite embarrassed when he found out about the overpass.

1. Would Rocky have been liable in case of an injury to a student while crossing the highway?

2. Should the supervising teacher accept some of the responsibility for Rocky's failure to use the overpass?

3. How could this dangerous situation have been avoided?

"It takes less time to do a thing right
than to explain why you did it wrong."
--Longfellow

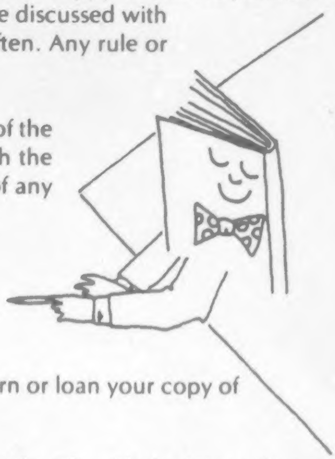
10

BECOMING FAMILIAR WITH SCHOOL POLICIES

Dealing with students in a school without being familiar with school policy is rather difficult. The intern should obtain from the supervising teacher or the school secretary a copy of school and district policies and should read both thoroughly.

The administration expects all personnel to be aware of policies and would probably be happy to discuss policies with the intern. If the intern feels there are too many rules to remember, this should be discussed with the supervising teacher and time should be spent on those needs which arise most often. Any rule or policy covering emergency situations or actions should be committed to memory.

An urban district may have some rules different from those of a rural district because of the needs of the area. The intern can feel confident that, by having become familiar with the policies of the assigned school, a good foundation has been laid for the knowledge of any set of school policies in any region.



Rx for the Supervising Teacher

1. Most school administrators keep a copy of the district handbook in the school and give each teacher a copy of the new school handbook at the beginning of the school year. Obtain a copy of the district handbook for the intern or loan your copy of the school handbook for use during the term.

2. As early in the student teaching assignment as possible, discuss at length with the intern those policies which are most critical.

3. If it appears the manuals have not been read, impress upon the intern the need to do so.

4. You may prepare a notebook with copies of procedures such as those for fire drill, checking out students, parents as visitors, caring for sick children, and escorting children off school grounds.

Rx for the Intern

1. Probably some of the most important materials to be read at the beginning of your student teaching assignment will be policy handbooks, both school and district.

2. As you read, make notes for future reference.

3. Ask your supervising teacher about those policies that may seem strange, unnecessary, or impractical.

4. Policies may be a topic of conversation for the teachers' lounge, provided the intern remains neutral. Specific examples of situations offered by other teachers may cause the policies to be more easily remembered.

5. An interview with the dean and/or the guidance counselor would be profitable.

6. Take care of district and school handbooks and return them to the right people at the appropriate time. Your principal may have an extra copy of the school handbook so that you could have a personal permanent copy.

7. You should be aware that most elementary and secondary schools have developed school policy handbooks and students' handbooks. These are distributed to each student the first day of school. Most students know the school rules and they will expect the intern to know them as well.

8. Situations may arise during the term in which the supervising teacher and the intern must explain school policy to parents. In some areas, the district and school dress code is routinely challenged by some parents and students, particularly in secondary school. It is important that you know the rules.

9. You will have opportunities to reinforce school regulations during discussions with students, and this is another reason to be thoroughly familiar with the policies.

10. If you visit with the supervising teacher prior to the beginning of the term, try to read all available policy materials before student teaching begins.

ADMINISTRATIVE
HANDBOOK
School
Policies
INTERN

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Case 1-10

Edward, the new intern in Mrs. Smith's classroom had appeared well-dressed each day for the first week of his student teaching assignment. Mrs. Smith had observed that Edward had begun associating with two of the male teachers who were not so well dressed and she was aware of their growing influence on him.

As Mrs. Smith expected, Edward appeared at school the second week wearing clothes that were more casual and looking less well-groomed.

1. What action could Mrs. Smith take?

2. Would her suggestions be seen as jealousy by Edward?

3. Should Mrs. Smith enlist the help of the two male teachers?

4. Since this was not a breach of any particular school policy, should Mrs. Smith mention it to Edward at all?

Case 2-10

Denise, a first-grader, became ill during the day and Miss Lockett, the intern, called the mother to ask her to come get Denise and take her home. This occurred while the supervising teacher was in the library working on a resource unit. The intern had suggested that Denise's mother drive her car right up to the door and Miss Lockett would take her out to the car. The supervising teacher arrived on the scene as Miss Lockett was re-entering the building and Denise's mother was driving away.

1. What action should the supervising teacher take?

2. Should she discuss the fact that Denise left school without her mother's signature on the sign-out pad and without a note?

3. Should the supervising teacher bring this to the attention of the principal?

Case 3-10

Miss Fortune, the new English intern, was working with the yearbook staff and discovered that ad sales were not completed. She invited four seniors on the yearbook ad sales staff to work on ad sales during her planning period, accompanying her in her automobile. She had excused herself from the supervising teacher by saying she had some work that needed to be done that period. Her trip with the students did pay off in five ad sales, but the supervising teacher discovered that all four students had left school without permission.

1. How should the supervising teacher approach Miss Fortune?

2. Should the college coordinator be called in?

3. Should the parents of the four students be involved?

4. What action should the principal take?

Case 4-10

During Mr. Alexander's second week of student teaching in a junior high school civics class, the bell system seemed to malfunction. Mr. Alexander looked around for the supervising teacher and then remembered that she had gone to the duplicating room to run off materials.

The bells continued to ring. Mr. Alexander thought quickly of various possibilities, finally arriving at that of a fire drill. He had not studied the fire drill procedure yet nor had he discussed it with the supervising teacher.

1. What could he do?

2. He could not keep the students in the room and he did not know which route they took during the fire drill. Should he ignore the noise and continue with class?

3. The possibility that this was a real fire raced through his mind as the bells continued to clang and he was aware of activity in the hallway. Should he ask the students what to do?

4. What should Mr. Alexander do?
   (a) Immediately:

   (b) Later:

5. What steps should the supervising teacher take?

Case 5-10

During the ten-minute break following lunch for his students, Russell Black rested in the faculty lounge before reporting to his newly assigned student teaching classroom. As he listened to other teachers discuss school policy relative to teachers' hours, he became aware that a number of the teachers did not observe school regulations, but instead seemed to come and go from the campus at their leisure during their planning period and immediately after school was out. It seemed to him as if some got there only in time to beat their students into the classroom. Russell realized that he must have had a puzzled look on his face because one of the teachers leaned over to him and said quietly, "They just use the east entrance and don't go through the front door."

Rest time over, Russell returned to his class of tenth grade biology students. During class, he began to think of errands he might be able to take care of during the school day by leaving school for only a few minutes each day or immediately after school.

1. What responsibility does Russell have to stay at school during school hours?

2. What options does he have if he wants to run those errands during the school day?

3. As a student teacher, how would he be expected to maintain school policy?

4. How should the supervising teacher handle this situation?

Case 6-10

Bobby Perkins enjoyed student teaching in Mrs. Hargroves' chemistry class. He was an intelligent young man and the college was proud of his record. He felt that every problem could be handled in a logical, rational method. As Bobby became acquainted with school policy, he felt some of the policies were outdated or inappropriate and made it known around the school.

1. How should Mrs. Hargroves approach this situation?

2. How can Bobby be led to understand school policy and his responsibility to the school board?

3. To what extent should the administration of the school be involved in this situation with Bobby?

4. What assistance can the college coordinator give to the supervising teacher? To Bobby?

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"The Bookshop has a thousand books
All colors, hues, and tinges,
And every cover is a door
That turns on magic hinges."
--Nancy Byrd Turner

11

AVAILABILITY OF MATERIALS

Today's economic problems also exist within the classroom. Budgetary priorities and the economics of today result in classrooms which need additional materials and supplies. Each teacher is faced with the necessity of developing curricular materials to supplement those provided by the schools. Interns can be of immeasurable help in locating these necessary supplementary materials.

A task of student teaching interns is to note available materials. These materials should be examined thoroughly. Excellent teachers' manuals accompany many texts and should be studied by the intern. It is hoped these materials will be supplied for the intern.

One of the first places for interns to check for added supplementary materials is the school library or media center. They should check for textbooks, teaching kits, games, trade books, books on learning centers, films, filmstrips, picture files, tape recordings, slides, maps, globes, charts, models, and lists of community resources. There might be a catalog listing all of these materials available for use by teachers and interns. Since teachers often have very little time to devote to investigating new materials, interns can be very helpful.

WOW! NOW IF I CAN JUST FIND THE Instructions!
Teacher aid #
RESOURCE ROOM
Teacher Aid #
Teacher Aid #

Procedures for letting teachers and students utilize the library vary from school to school. Some are quite flexible and allow pupils to come in for research and study during those precious "teachable moments." It is necessary to make prior arrangements with the librarian so that the pupils' time can be used wisely. The librarian can be one of the main resources for your classroom. The public and university libraries might also be able to provide needed resources.

Some school districts have a book room or central depository for books. These books are many times outdated but can be quite beneficial for additional reading, for making games, and for use in learning centers. Teachers sometimes trade books with other teachers, which helps in locating books at different levels. Interns should become familiar with all of these aids in finding materials.

Interns should take advantage of the opportunity to visit any central media center that is available for a school district. Professional libraries in their various locations should be accessible to interns. Utilization of subject specialists and supervisors in the district office should be beneficial.

Interns should become familiar with the operation of the major types of audiovisual equipment in the building. They should have prior knowledge about threading and operating such equipment but may need some special instruction. There are many different types of machines with their own unique characteristics. Included should be film and filmstrip projectors, overhead and opaque projectors, and tape recorders.

It is important for the interns to know the procedures to follow for scheduling the audio-visual equipment: Where is the equipment stored? Can this equipment be checked out to the classroom, or is there a special place for viewing? How much advance notice is necessary to make such arrangements? Are there spare bulbs available for the projectors? Who can assist with repairs in case of emergencies?

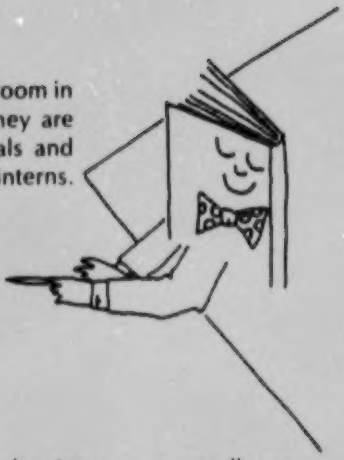
Interns should consider the possibility of enriching the classroom with resource persons from the community. Before such persons are invited to the classroom, however, **they should be cleared by the supervising teacher.** If carefully selected, individuals can be found who have specialized knowledge of some type that will fit in with the curriculum. It will be very helpful if the school and/or district has a list of persons who have been used successfully. Some resource persons' presentations may not be as relevant for classroom use as others; therefore, it is wise to prepare and plan with the resource persons prior to their arrival at school. Student teaching interns will probably be aware of resource persons from the college community. Bringing in appropriate examples from the community can do much in promoting positive public relations. The resource persons have proven to be an added asset to students' "real life" interests.

Attractively arranged bulletin boards can do a great deal in both elementary and secondary classrooms to improve the atmosphere of the classroom. Displays of students' work and teacher-made bulletin boards all have their place. Interns are often assigned bulletin boards on certain subjects which are due at a particular time.

Field trips can be valuable learning resources. Teachers and interns considering field trips must get approval and support from the principal. If the intern is encouraged to participate in field trips, certain points should be understood:

1. A field trip requires a great deal of planning.
2. The school policies concerning field trips should be studied. Check with the principal and supervising teacher concerning legal responsibilities involved, the need for medical authorization slips, and insurance that is available.
3. It is imperative to get the consent of the students' parents for such a trip.
4. Students should know the purpose of a field trip and be involved in the planning.
5. Thorough arrangements for transportation should be made.
6. These trips should be well supervised with careful planning for the movement of children to and from school.
7. Beneficial evaluation and follow-up techniques should be included in the planning.

It is evident that there is great variation from school to school and classroom to classroom in the amount and types of resources available. Interns will be quite fortunate if they are assigned a school with a wealth of such resources. Criteria for judging materials and resources should be jointly developed by supervising teachers and student teaching interns.



Rx for the Supervising Teacher

1. Explain your overall organization of materials to your intern. You are able to keep many teaching techniques in your mind due to past experiences, but your intern will not have that advantage.

2. Encourage the multi-media approach if this does not go against your philosophy. Interns are usually very cautious about bringing additional resources into the classroom unless they are encouraged to do so.

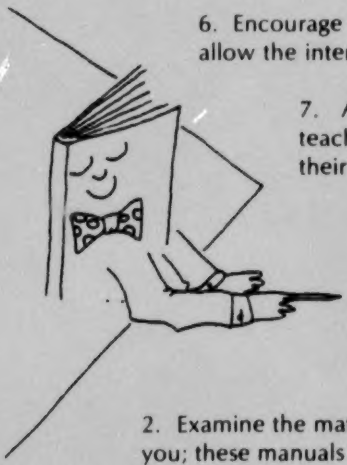
3. Give your interns ample time to visit the library and central media center. Take them down yourself and introduce them. The team approach to the selection of materials is recommended.

4. Care of equipment will have to be discussed. Such things as courtesy in returning materials on time and in good condition should be stressed. This is usually new to the beginning teacher.

5. Discuss with your intern the importance of previewing audio-visual presentations.

6. Encourage your interns to bring in resource persons if they desire. Make sure that anyone you allow the interns to bring in knows exactly what is expected.

7. Assign your interns responsibility for certain bulletin boards early in the student teaching assignment. This will show them that you have confidence in them and respect their ideas. It might be necessary to make a few suggestions the first time around.



Rx for the Intern

1. Discover how much emphasis is placed on the use of textbooks in the classroom to which you are assigned. Are only textbooks at grade level allowed? Does your supervising teacher favor a multi-media approach?

2. Examine the materials available in your classroom. Teachers' manuals should be made available to you; these manuals are to be used as guides and not the only sources of material. After you survey the range of materials, you will have a general idea of the curriculum being stressed.

3. Bring in materials from outside the school. You have attended methods classes and should be able to bring in worthwhile supplementary materials.

4. You will have time to visit the school library and district media center prior to your teaching assignments. Use your time wisely; there is no excuse for not having your sources well in mind.

5. Be certain to follow the advice of your supervising teacher concerning the utilization of materials. Be a good listener and note the advice given to you.

6. Learn how to operate the audio-visual equipment. Ask for instructions if you do not know how to operate a piece of equipment. It is not a weakness to request aid; a person who asks shows a desire to learn.

7. Be certain to preview any material you decide to use. Titles alone can be misleading. You must decide if the material is appropriate and determine how it is to be used.

8. If you are assigned a bulletin board to prepare, make sure you get the job done as well as possible and on time. Take initiative and anticipate changing bulletin boards.

9. Survey the school for possible locations for group activities, committee work, and games. Adequate space for such activities is often at a premium. First you should discuss the merits of these types of activities with your supervising teacher.

Case 1-11

Phil Muller, an intern in a sixth grade classroom, was quite excited about taking a field trip to the Naval Air Station which was fifty miles away. His supervisor had explained the importance of over-planning and Phil had taken his advice. All of the suggested precautions had been followed. Two days before the field trip, Phil decided to invite the other two sixth grades to go along. The principal and supervising teacher approved since Phil had been so well organized up to this point. They left all the details up to Phil.

When the ninety sixth graders boarded the buses to leave for the Naval Air Station, it was evident that planning had not been completed. There were very few adults for supervision and some of the students lacked permission slips. When they arrived at the station, it was learned that they had not been expected. Arrangements had not even been made for eating lunch. To make matters worse, one of the frisky sixth graders was lost on the Navy base for a few hours. They arrived back at school at 9 p.m. to find a group of angry parents.

1. Who should be held responsible for these mishaps?
   a. principal?
   b. coordinator?
   c. Phil?
   d. supervising teacher?

2. What effect would this field trip have on home-school relations?

3. What could be done to ease the situation with the parents?

4. Should interns ever be given full responsibility for field trips?

Case 2-11

Sally was interning in an eighth grade science class. She planned to show a film concerning sea animals when her coordinator arrived for his first observation. The day finally came, and Sally was quite nervous. The coordinator arrived on time and took a seat in the back of the room.

It was evident that Sally had not made the necessary preparations. Not only was the projector not set up, but she also had to go to the library for the film. The class became very restless. After about fifteen minutes into the period, Sally turned on the projector. There was no introduction to the film and no discussion afterwards. Sally asked the students to fill out a worksheet about the film, thereby ending the lesson.

To say the least, the coordinator was upset. The fact that the supervising teacher was not in the room also disturbed the coordinator.

1. Why would an intern be so negligent about having materials and equipment available?

2. What do you imagine the coordinator had to say during the conference with Sally and her supervising teacher?

3. Should the supervising teacher be in the classroom during the coordinator's first observation? Why or why not?

Case 3-11

Jean's supervising teacher asked her to prepare a bulletin board in her fourth grade classroom. She suggested that Jean come up with an idea which would motivate the students to read some science fiction. She asked that the bulletin board be prepared prior to the open house which was to be held in two weeks.

A week prior to the open house, no progress had taken place on the bulletin board. Jean's supervisor asked her about the matter, and she said she had some good ideas. The coordinator had been invited to the open house and planned to attend. The supervisor would be quite embarrassed if the bulletin board was not prepared.

The day of the open house arrived and still no bulletin board. Jean's supervisor finally prepared a display herself. Jean later explained that she was very much opposed to teacher-made bulletin boards, preferring displays of students' work.

1. What action should the supervising teacher take concerning this matter?

2. How should the coordinator react to Jean's difficulties?

3. Should Jean have mentioned her objections to teacher-made bulletin boards?

4. Could Jean's failure to prepare a bulletin board be just cause to withdraw her from student teaching? Explain your answer.

Case 4-11

Mrs. Jacobs is a middle-aged intern in a third grade class. She had been a straight "A" student in college and was an avid reader. Her supervisor asked her to take a group of students to the school library to do research on their projects. Mrs. Jacobs and her group left for the library and were asked to return in thirty minutes.

Mrs. Jacobs got the students started and then became "lost in the stacks." She found some historical novels and became completely absorbed in them. Her group of students became noisy and unruly. Mrs. Jacobs was so engrossed in a novel that she ignored completely her third graders. After one hour of this, the librarian finally went for the supervising teacher to retrieve the students.

Finally, Mrs. Jacobs came to her senses. Her supervisor was very disturbed over the matter.

1. Do you feel that Mrs. Jacobs will ever make it as an elementary teacher?

2. Should she be pulled out of her student teaching assignment because of this failure?

3. How should the supervising teacher handle this situation?

4. How would the college coordinator react to Mrs. Jacobs' problem?

Case 5-11

Andy was in his fourth week in a ninth grade English assignment. He had an intense interest in mythology and obtained permission from his supervising teacher to do a unit in this area which had not previously been covered. After surveying the school library, he found very few resourses on this topic.

1. Where could Andy go to find such resources?

2. What cautions will he have to take in teaching this unit?

3. Would there be any possibility of bringing in resource people in this topic?

Case 6-11

Rudolph surprised his supervising teacher by bringing in a guest speaker in his fourth period American history class. To make matters worse, the guest talked in a monotone and was very ill-at-ease in front of the class. The students were considerate but also very bored and restless. The supervising teacher told Rudolph that he wanted a conference scheduled at the end of the day.

1. Do you think that Rudolph's supervising teacher will be critical of his bringing in the guest speaker? Why or why not?

2. How could this situation have been avoided?

3. Should the utilization of resource persons be a matter that an intern could decide upon?

> **"One of the most obvious facts about grownups to a child, is that they have forgotten what it is like to be a child."**
> **--Randall Jarrell**

12

DISCOVERING SCHOOL REFERRAL SERVICES

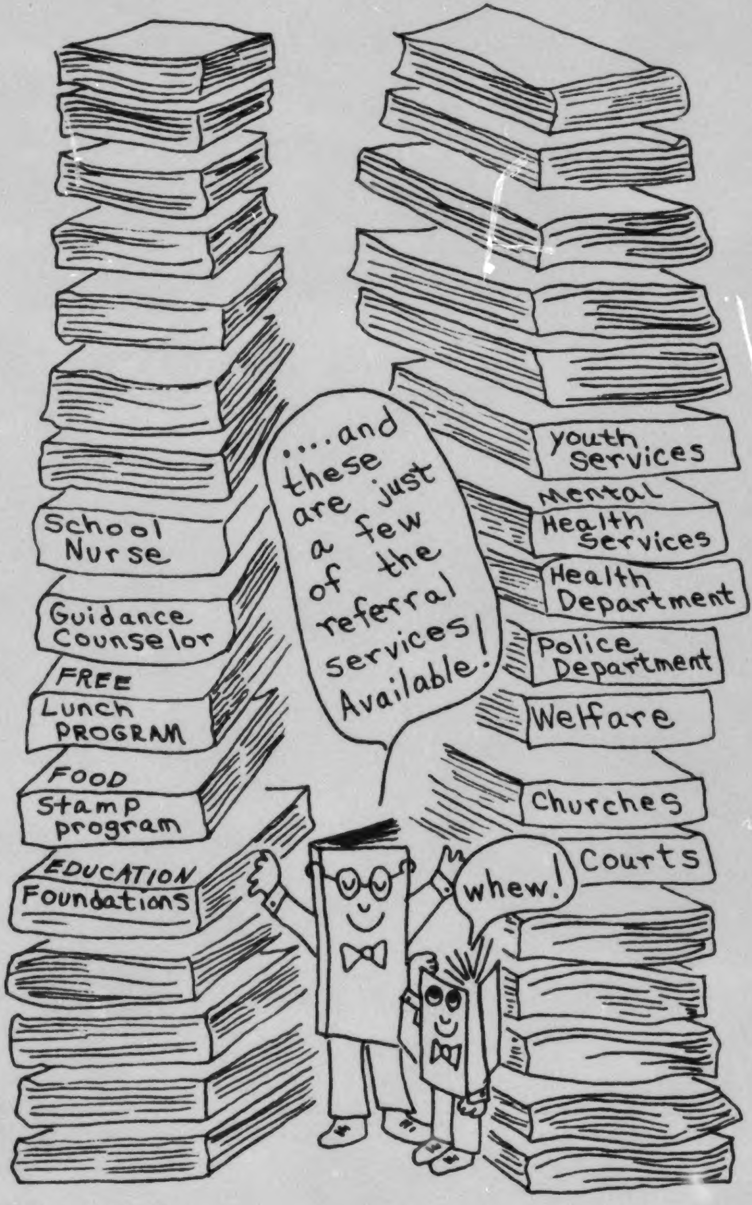
The size of the school district, not the size of the school, normally determines the number and kind of referral services available to students. Most referral services fall within the categories of physical and mental health support although social services (family and economic) are usually available also. School policy frequently dictates that actual referrals are made by only one school official, usually the principal upon recommendation of the guidance counselor. It is critical for the intern to be aware of what is available so that as indications of need become apparent, these needs can be relayed to the appropriate school authority after discussion with the supervising teacher.

Although the variety of services available depends upon the financial capability of the school district and the cooperativeness of local public health officials, most students can receive help when needed. Sometimes such help is the result of the action of the individual teacher searching for free services for the student when parents are unable to pay.

In addition to services offered by the school district, communities frequently offer assistance through Community Mental Health, Pregnancy Consultation Services, and Division of Youth Services. Some schools have school nurses and the intern, with the consent of the supervising teacher, can make an immediate referral when needed. When students are aware of the availability of a school nurse, the students themselves sometimes ask for a pass to see the nurse. If a student frequently requests this service, the intern should consult with the school nurse regarding the problem of the student. Follow-up evaluation sheets will also provide this information.

Smaller schools may share a school nurse and some schools have the services of only a county or parish health department nurse. Schools may maintain an infirmary usually consisting of a cot or two where students who are ill can be made comfortable with some isolation while waiting for someone to pick them up from school.

Under **no conditions** should an intern administer medication to a student. If the student is on medication and should take such during school hours, the school nurse or the person legally designated by the principal is



the appropriate person to dispense medication. This ruling applies to all medication including aspirin as some students are allergic to aspirin.

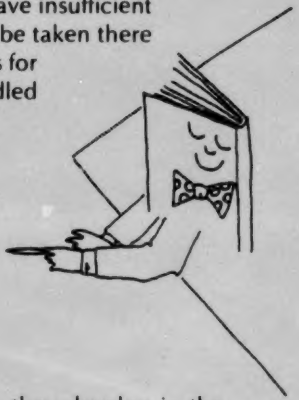
For those chronic cases needing medical attention but not sufficiently acute to send immediately to the school nurse, the intern should discuss the history of the case and the current situation with the supervising teacher and with the school nurse. The nurse will make the appropriate referral to a doctor.

Referrals for dental needs are sometimes more difficult to discover. Unexplained changes in behavior, a droopy head, unusual grouchiness and general inattentiveness may indicate some otherwise hidden dental-related pain or any number of illnesses.

Mental health problems are usually handled differently. The intern should discuss the situation with the supervising teacher and with the guidance counselor. If the school has no guidance counselor, the situation should be discussed with the principal or the designated faculty member in charge of student services. That person will help the teacher deal with the problem and may aid in referring the situation to a district psychologist or area psychiatrist. Keeping a daily log of the student's behavior will help in explaining the problem to the referral professional. Such a record is frequently required to initiate a referral to a psychologist.

Students with economic need frequently appear in some schools and almost never appear in others. The intern should discuss with the supervising teacher such cases. In a central Texas school, one of the authors dealt with a second grader who never wore shoes to school and claimed that he had none. Arrangements were made to purchase a pair of boots for the boy. Faithfully, he thereafter carried his boots to school in his arms every morning and took them home again in the afternoon, all the while remaining barefoot. Such a case is an illustration of the need for follow-through by the referral agency.

Some students are irritable and disgruntled in class because they are hungry. Free lunch programs and food stamps for the families of the students should be investigated. For students who have insufficient clothes, frequently local churches maintain clothes closets, and the student can go or be taken there for fitting. Interns must sometimes deal with family pride, and when suggesting referrals for economic services, this family pride as well as the pride of the student must be handled carefully and discreetly.

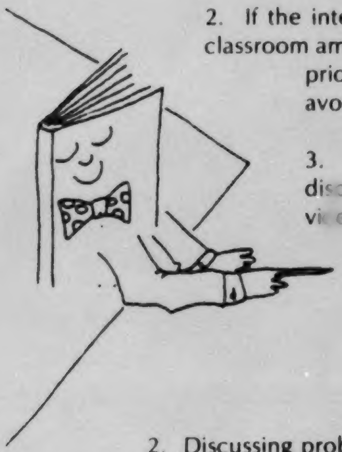


Rx for the Supervising Teacher

1. Use wisdom and experience in deciding just how much information you wish to disclose immediately to your intern about your students and their needs. The intern will be concerned with those cases occurring during the student teaching term.

2. If the intern is not sufficiently perceptive to notice situations as they develop in the classroom among the students, point out those situations. The student in the class is the top priority in student teaching and occasionally the supervising teacher must intervene to avoid problems for the students.

3. Help the intern to understand that teachers are patient and should not become discouraged over the amount of paperwork and "red tape" involved in obtaining services for a child.



Rx for the Intern

1. Read all school and district policies concerning referrals of any kind. Discuss these with your supervising teacher. You may remember cases from your own school days and how critical such needs can be to students.

2. Discussing problems with other professionals helps place these problems in the right perspective.

3. Any classroom management problems or any changes in student behavior should be investigated as potential health or economic needs.

4. Be especially alert to the needs of the students who are sleepy and lethargic, quiet and afraid to speak, suddenly exhibiting erratic behavior, and those who seem to find concentration difficult.

5. Discretion is paramount. The intern should never discuss any referral in the presence of other students and uninvolved faculty.

6. Be aware of information on health or learning problems available in the students' cumulative folders.

7. The school nurse can offer materials that would help you recognize particular symptoms and needs including those related to prescribed medication as well as covert drug usage.

8. Discuss with the school nurse the appropriate first aid measures expected of you in the classroom.

9. Although you may have no need during the student teaching term, find from your supervising teacher the appropriate referral action for child abuse and similar advocate agencies.

10. One of the best resources in developing this facet of professional training can be the supervising teacher.

Case 1-12

Eloise, a tenth grader, has missed English class for four days with alleged female problems. Upon checking with her other teachers, the intern discovers that Eloise has reported to other classes with no problems.

1. What action should the intern take?

2. What should be the advice and actions of the supervising teacher?

3. Should the parents be contacted? If so, by whom?

Case 2-12

George is a high school senior who appears to mix well with his peers. He is rather quiet and seldom speaks. His grades are barely average, although his written work is consistently turned in on time. He is a clean, well-groomed student who listens attentively and appears to understand. The intern is warned by the supervising teacher not to call on George in class because of his stuttering.

1. Should the intern do nothing and just concentrate on getting written answers from George?

2. Should the intern question the supervising teacher?

3. Should the intern go directly to the guidance counselor?

4. Should the intern bring up the subject of George in the teacher's lounge?

5. What are some appropriate actions for the intern?

Case 3-12

Donnie, a fourth grader, is smaller than most of his classmates and he never seems to have much energy. Mornings he seems cranky and weak and watches the clock until lunch time. He receives free lunches which he devours immediatey and gets large second helpings from the cafeteria staff. After lunch he is sleepy in class and seems to get revived about the time school is out.

1. How should the intern approach Donnie's problem?

2. What role should the supervising teacher play, considering the fact that this situation existed prior to the arrival of the intern?

3. What other individuals should be involved in the solution of Donnie's problem?

Case 4-12

Carol, a pretty first grade girl from a middle class home, was always vivacious and alert to classroom happenings until the morning she came in and confided to the intern that she was afraid to go home that day because her step-father had threatened "to beat her up the next time he laid eyes on her." The intern discreetly mentioned this to the supervising teacher who replied that Carol has told her about such threats before but since the step-father was on the school board, she had not mentioned if for fear of making him upset with the school or of losing her job.

1. Should the intern ignore the supervising teacher's advice?

2. Should the college coordinator be involved?

3. What actions should the intern take to protect Carol from violence and further threats?

Case 5-12

Student teaching in middle school geography was a happy experience for Molly Bing. She enjoyed her students, her subject, and even working with her supervising teacher. She was floored one day when one of the girls in her eighth grade class came up to her privately and asked for help. Assuring the student that she would try to help, Molly prepared patiently to listen. The student proceeded to explain that she thought she might be pregnant and did not know what to do, where to go, or with whom to talk. This was not a situation Molly had been trained to cope with and she was at a loss for response momentarily.

1. What should be Molly's first response to the student?

2. How much of the conversation with the student should Molly share with the supervising teacher?

3. What recommendations should Molly make to the student?

4. How should Molly implement a school referral? Through whom? To what agency?

5. Should Molly attempt any type of follow-up of this situation? Why?

Case 6-12

Sally Harris was the new student teacher in tenth grade typing. Her supervising teacher, Mrs. Joseph, was an outstanding teacher and a good professional role model. Sally felt fortunate to be student teaching with her. Mrs. Joseph's son, Calvin, was a senior in the same school and had friends who were also friends of Sally's. Sally was aware of Calvin's increasing involvement in a drug ring within the school; however, she did not want to broach the subject with Mrs. Joseph for fear of ruining her student teaching situation. She was aware that in the past Mrs. Joseph had refused to believe reports of Calvin's activities in such matters.

1. As a professional person, what was Sally's responsibility in this situation?

2. Should she wait until her student teaching was over and then try to discuss this with Mrs. Joseph?

3. Should she discuss the alleged situation with the administration? With the dean?

4. How productive would a conversation with Calvin probably be?

5. How could the college coordinator be instrumental in assisting Sally?

> **"'Reeling and Writhing of course to begin with,' the Mock Turtle replied, 'and the different branches of Arithmetic--Ambition, Distraction, Uglification, and Derision.'"**
>
> **--Lewis Carroll**

13

OBSERVATIONS

Students have been observing in the classroom since kindergarten days. In student teaching, classroom observations now take on more significance.

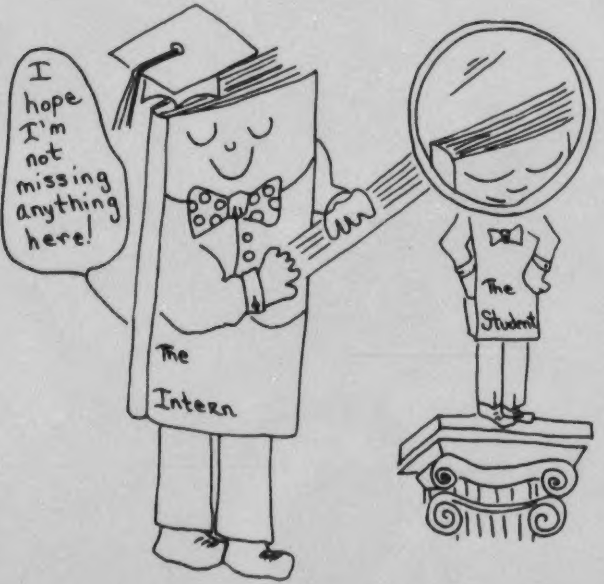
In most student teaching situations, the intern is required to observe for a time in the teaching assignment as well as in other teachers' classrooms. It is inappropriate for the intern to expect to be ushered into the "best" teacher's classroom to observe; all teachers have some strong points and as many teachers as possible should be included in the observations.

Arrangements can be made by the supervising teacher for the intern to observe in teachers' classrooms throughout the school. It is not necessary for the interns to observe only those subjects they are prepared to teach. It would be advantageous for the intern to observe in classrooms of different subjects and different ages in order to maintain an objective assessment of the classoom situation. A physical education teacher, for example, can certainly profit from observing an English, history, or music class.

An elementary intern could easily observe a number of elementary teachers in their classrooms. A secondary intern could follow the schedule of a single student, noting interpersonal interactions.

There are two primary things to keep in mind in planning observations. One is the schedule of observations; the intern would arrange this with the supervising teacher. The second would be plans for the observation, deciding ahead of time what to look for.

The supervising teacher can indicate strong points of the person being observed beforehand to make the observation even more effective. Interns should also acknowledge the fact that they can be aware of a great deal that is going on in the classroom they may not be actually watching. Students sometimes think that teachers have eyes in the back of their heads. This is a trait that teachers must learn. Through peripheral vision or through sound cues learned from various students, they can know what is happening in the back of the room even when they are not looking in that direction. Interns need to learn to do such things and they can learn by observing other teachers.


I hope I'm not missing anything here!
The Intern
The Student

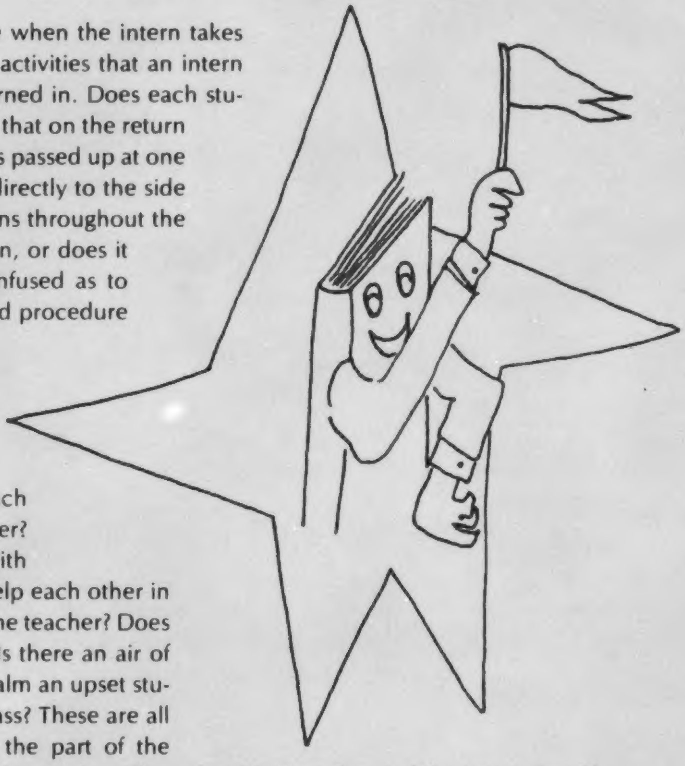
Other information that the intern wants to glean from observation is the kind of interaction that goes on in the classroom. There will be student-student interaction, student-teacher interaction, and probably teacher-other person interaction. If there is a teacher's aide in the room, there will be another set of configurations of interactions. Communication patterns among people in the classroom are also worth noting although they will vary with each teacher.

The intern should be aware that these are not just person-to-person interactions but a different configuration each time. Interns should be able to adjust to the intensity of the interaction both on the part of the student and on the part of the teacher (or both involved parties). Most interns are relatively new at dealing directly with students. They dealt with students when they were students, but this is a different relationship.

Another item of major importance to be aware of in observations is the physical logistics of a classroom. One important area is the management of the physical classroom. This refers to such things as the arrangement of the desks, the seating of the students and the lighting in the room. The intern should be aware of such things as the teacher's movement throughout the room. If the teacher stands back against a window, students have to look into a glare, and all they can see is the teacher's silhouette. The intern should be aware of such things as:

The location of the pencil sharpener __________
The order that the teacher has for the students to go sharpen their pencils
(Is there any order?) __________
The location of the trash basket (Is it located so that it is in full view to aim at for goals?)
Or is it located in some less accessible place where a student cannot make a display?) __________
The location of the teacher's desk in relation to the students' desks; __________
The location of the teacher's desk in relation to the doorway; __________
The kind of ventilating system; is the room too hot or too cold? __________
The mechanics of opening and closing the windows __________
Methods of adjusting blinds, etc. __________
Are the lights adjustable? __________
Does the teacher allow free movement? __________

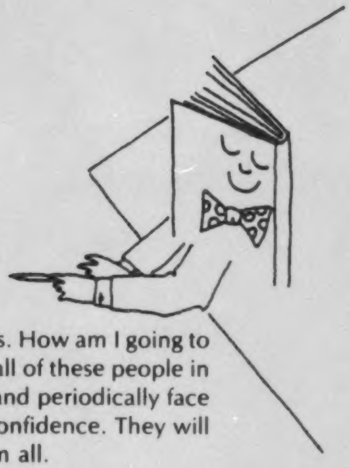
The observer should be intent upon finding how these things are regulated. Does the teacher come in first thing in the morning and adjust everything and put it out of mind until the end of the day? Minor details are important.



Because the students expect routine to remain the same when the intern takes over, classroom detail is important to remember. Other activities that an intern should be aware of are those such as how papers are turned in. Does each student bring papers up to the teacher's desk individually so that on the return trip an opportunity for visiting exists? Or, are all the papers passed up at one time in an orderly fashion either directly to the front or directly to the side and then to the front? Is there a pattern? Are there patterns throughout the classroom activity that students know and can depend on, or does it appear to you as an observer that the students are confused as to which way to turn? In other words, is there an established procedure in the classroom?

Another major area in classroom management of which the intern should be aware during observations is the emotional climate and styles of rapport in the classroom. How is this managed? How much stress is evident? Are the students hostile toward the teacher? Is the teacher hostile toward the students? Is either irate with the other? Is either frustrated? Do the students seem to help each other in terms of calming each other? Are the students calmed by the teacher? Does the teacher seem to be trusting the students to behave? Is there an air of tranquility or an air of tenseness? How does the teacher calm an upset student? What methods does the teacher use to quiet the class? These are all evidence of good classroom management, of trust on the part of the students and frequently a great deal of faith on the part of the teacher. The supervising teacher and the intern should discuss this in detail.

The routine maintenance of the room (cleaning of chalkboard, the erasers, the floor) should be of interest to the intern. It is important for the novice teacher to realize that students will feel a sense of belonging in the room they help maintain, decorate, and care for.



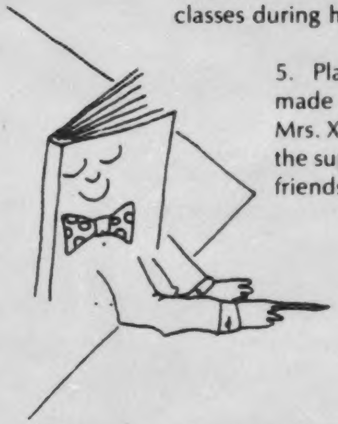
Rx for the Supervising Teacher

1. It will give your intern a great deal of self-confidence to see that teachers really have many of the same questions the intern has. At times, interns may feel that they alone face classroom problems. They may think that "These are problems only to me. I'm the only person in the world faced with these anxieties. How am I going to get this material across? How will I plan? How will I evaluate? How will I live with all of these people in this classroom?" When interns know that all teachers have faced these questions and periodically face most of them again and again throughout their teaching lives, they will gain self-confidence. They will see how other teachers deal with such questions even if they cannot answer them all.

2. It is the supervising teacher's place to set up an observation schedule. It would be wise to plan no more than one hour, or in the secondary school, one period, with one teacher at a time. It might be beneficial for the intern to observe Mrs. X at one time today and at a different period tomorrow, not two periods the same day.

3. If the intern is observing in English or math, try to develop a schedule that has variety.

4. If the intern is observing in elementary and if there is a junior high or middle school nearby, it would be good if there could be some observation in those levels, not of extended length but enough to know what these students will be like after leaving your classes. The intern may have observed in these classes during his college training.



5. Planning should be done with specific purposes in mind. Arrangements should be made by the supervising teacher ahead of time so that the intern does not appear in Mrs. X's classroom unannounced and say to Mrs. X "Oh, I'm here." Although Mrs. X and the supervising teacher may be very good friends, this type of situation is not imposed on friendship.

Rx for the Intern

1. Observation in other teachers' classrooms should be planned for maximum benefit to you and minimum concern and bother to your host teachers.

2. One of the things that most interns are concerned with probably more than any other aspect of learning to teach is that of getting along with students. As you go from one classroom to another, observe how one teacher gets along with students and mentally compare this with how other teachers get along with students.

3. Try to develop a list of qualities that seem to make one teacher able to appropriately manage the classroom or an individual student; notice those qualities that may not be positive. You should mentally file these qualities and never discuss them in terms of personalities.

4. The intern should not discuss with the supervising teacher the fact that Mrs. Z, the next door teacher, does certain activities that really bomb; the supervising teacher may be teaching next door to Mrs. Z for a number of years and such discussions are not appropriate. It is acceptable to discuss particular qualities but do not identify them with any personality.

5. When appropriate, take detailed notes during your observations and record questions. There may be some activities that you discover while observing that you wish to pursue further and this is an excellent time to expand your general teaching repertory.

6. Be careful during observations to avoid disturbing those classes you have been allowed to observe. If you have questions, ask them later, not during your host teacher's class time. Melt into the classroom environment. Slip into a chair by the door. Avoid moving about if the children are not doing so.

7. For optimal benefit from the intern's observations, a list of objectives of the observation should be discussed with the supervising teacher, both before and after the observations.

8. Of major importance in your developing professional reputation is your gratitude. After the observation, leave the room without disturbing the lesson but make a point of seeing that teacher before she leaves school at the end of the day and **thank** her for allowing you to observe in her classroom. Interpersonal relations are very important. The intern may comment favorably about something observed.

Now you'll see How much fun it is to Average grades.
Honor Roll All A's
Report Cards
Math Test
Spelling Test
Language essay
History

Case 1-13

The new intern in Coach Mills' ninth grade physical education class was Steve White. Prior to the beginning of the term, Coach Mills had made arrangements for Steve to observe in several classes taught by the other three physical education teachers. The third day of the term, Coach Mills was in his office when in stormed Mrs. Batley with "Get that brat out of my class!"

As Coach attempted to calm Mrs. Batley, she explained that as Steve was observing her class just now in basketball exercises, she had her back to the class for a moment and the next thing she knew, Steve was on the court demonstrating trick shots and pretending to be Meadowlark. She had requested that he get off the court and he had responded with "In just a minute. They need to see this one super shot."

As Mrs. Batley seethed, Coach Mills' mind raced.

1. Had he done the wrong thing in accepting an intern?

2. Why had the college not warned him?

3. What could he do?
   a) Immediately:

   b) During the next several days?

4. What other observation arrangements, if any, should he make for Steve?

Case 2-13

Rose Bush had been scheduled by her supervising teacher to observe in one classroom for reading from 8:30 until 9:15 and another classroom for math from 9:25 until 10:00. The second teacher approached the supervising teacher at lunch and asked about Rose. The supervising teacher investigated and found that Rose had made the first scheduled observation but had then gone to the teachers' lounge and became engrossed in conversation and did not realize the passage of time. At 9:45 she had suddenly remembered her second appointment but decided not to go into that teacher's classroom late. She had remained in the lounge until 10:10 and then returned to her supervising teacher's classroom, not telling her what had happened. The supervising teacher felt let-down and perplexed.

1. Should she explain to the intern exactly how she felt?

2. Should she trust the intern a second time?

3. How would she know it would be safe to trust her?

4. How should this be explained to the teacher whose observation was missed?

Case 3-13

Mary Scully was interning with Mrs. Ness, the senior English teacher. Mary gave an impression of being very professional and very interested in every teacher she observed. She took notes during her observations and commented to each teacher she observed that she wanted to teach just that way. She seemed sincere in her compliments but when Mr. Scott and Mrs. Jones, two English teachers with methods diametrically opposed, accosted each other in the teachers' lounge with the statement Mary had made during a visit to each of them, both they and the other teachers in the lounge were able to see the artificiality in Mary's compliments. This was called to the attention of the department chairman who in turn talked with Mrs. Ness.

1. How could Mrs. Ness help Mary to repair her professional reputation in the school?

2. What was Mary's responsibility in resolving the problem?

Case 4-13

Bert, the new kindergartern intern, was completing his fifth day at school when he was approached by one of the teachers he had observed two days prior. Somehow, he knew immediately from the gleam and squint of her eyes what had happened. The events of the previous afternoon in the grocery store raced through his mind. Yes, he had run into a friend of his older sister's and he had discussed this particular teacher and what, in his opinion, was inappropriate handling of the friend's child. Bert gulped as the teacher approached and gathered his courage.

1. What could he say to appease the teacher?

2. What had she heard? How much? Did it matter?

3. Should he walk toward his supervising teacher to involve her or walk away from her to avoid involving her? What should his behavior be?

Case 5-13

Alice Wiggins happily anticipated her teaching career and was excited about student teaching. Her supervising teacher had established an observation schedule in other teacher classrooms at the beginning of the term. Although she was to be working with high school students as a career, she had not gotten over being a shy young lady. Her supervising teacher recognized this difficulty but had failed to communicate it to those teachers with whom she had set up the observation schedule.

As Alice visited her scheduled observations, she became more and more aware that her host teachers were expecting more reaction from her than she was giving. She was quite embarrassed when one of the teachers asked her a question during his class. Not wanting to speak out, she sat there and just shook her head from side to side. The teacher went on with the class and in a few moments, Alice rose quietly and slipped out of the room.

1. Was it inappropriate for the teacher to ask Alice questions?

2. What do you think Alice did when she returned to her own classroom?

3. In the discussion later between the supervising teacher and the teacher Alice was visiting, what might have been said?

4. What effect did this have on the students Alice will be student teaching?

5. What positive approach should the supervising teacher take?

Case 6-13

Middle school home economics students welcomed Jan Kinard to observe their class as she began her student teaching assignment in another classroom in their school. Jan's eagerness was almost overwhelming to the teacher whose class was being observed. During the lecture portion of the period, Jan had furiously taken notes. Later, during the lab time, Jan had proceeded to discuss with several students individually their projects. This hindered the class somewhat, but the teacher had agreed for Jan to observe.

1. Should the teacher allow this procedure to continue?

2. What steps should the teacher take?

3. Should the supervising teacher be told how obnoxious Jan had become in class?

4. How could the supervising teacher assist Jan in becoming more discreet in her data gathering?

"A teacher teaches himself even more than he teaches his subject."
--Max Lerner

14

TEACHING COMPETENCIES

We are now in the age of accountability. The issue of accountability is a controversial area; many fear minimum standards, and others oppose them. State legislators are spending a great deal of time and effort trying to assure that students in our public schools are getting a good education. Their legislation takes the form of state minimum standards in areas like reading and mathematics and lists of competencies which are considered essential to successful teaching. Departments of Education throughout the nation are given the tasks of developing and supervising the administration of the tests which purport to measure these competencies.

What has been the effect of this recent trend? Some educators feel that we have gone to extremes with minimum standards. They complain that too much time must be spent preparing and recording test results. When they add the time devoted to remediation, they say that little time is left for teaching.

Students preparing to become teachers are concerned about the requirements they must meet before they are certified. In Florida, for example, in order to obtain teacher certification they must meet certain college entrance requirements, pass various screening tests during their training, and successfully complete the Florida Teacher Certification Examination after graduation.

There are also many advocates of these state-wide testing programs. They feel that through these testing programs the quality of teachers and the basic skills of public school students will be improved.

The states of Florida and Georgia are leaders in the area of teacher competencies. Effective July 1, 1980, the Florida Teacher Certification Examination became a requirement for the "Regular" Teaching Certificate. The competencies considered essential to successful teaching in Florida are:

1. Demonstrate the ability to orally communicate information on a given topic in a coherent and logical manner.

2. Demonstrate the ability to write in a logical easily understood style with appropriate grammar and sentence structure.

3. Demonstrate the ability to comprehend and interpret a message after listening.

4. Demonstrate the ability to read, comprehend, and interpret orally and in writing, professional material.

5. Demonstrate the ability to comprehend and work with fundamental mathematical concepts.

6. Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas.

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7. Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation and student records.

8. Identify long-range goals for a given subject area.

9. Construct and sequence related short-range objectives for a given subject area.

10. Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs.

11. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.

12. Establish rapport with students in the classroom by using verbal and/or visual motivational devices.

13. Present directions for carrying out an instructional activity.

14. Construct or assemble a classroom test to measure student performance according to criteria based upon objectives.

15. Establish a set of classroom routines and procedures for utilization and care of materials.

16. Formulate a standard for student behavior in the classroom.

17. Identify causes of classroom misbehavior and employ a technique(s) for correcting it.

18. Identify and/or develop a system for keeping records of class and individual student progress.

19. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups.

20. Demonstrate instructional and social skills which assist students in developing a positive self-concept.

21. Demonstrate instructional and social skills which assist students in interacting constructively with their peers.

22. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.

Various school districts also impose evaluation devices for beginning teachers. An example of criteria for such evaluations would be:

CLASSROOM CLIMATE: Students

1. Maintain a noise level appropriate to the activity.
2. Move freely and purposefully about the classroom.
3. Involve themselves in constructive activities to achieve their objectives.
4. Interact with one another in positive ways.

MOTIVATION: Students

1. Establish some of their own priorities with regard to objectives.
2. Make choices and select from among options and alternatives relative to unit objectives.
3. Work at their own pace within specified time intervals.
4. Self-assess and record their work and progress per objective.
5. Move from one learning activity to another with minimum teacher direction.

INTERACTION: Teacher

1. Asks questions that lead students to participate in class activities.
2. Shows respect for students' feelings and ideas.
3. Encourages students to use a variety of thinking skills.
4. Gives students direction and provides structure as needed.
5. Uses varied grouping patterns to achieve learning objectives.
6. Moves from student to student and from group to group.

SPECIFIC TEACHING VARIABLES: Teacher

1. Informs students of course objectives and requirements.
2. Engages in continuous evaluation of each student's progress on objectives.
3. Confers with students on objectives and use of materials.
4. Prescribes learning procedures on the basis of individual student diagnosis.
5. Focuses instructional content on the objectives of the unit.
6. Implements instructional strategies geared to the objectives of the unit.
7. Makes available a variety of commercial and teacher-made media and materials to facilitate individualized learning.
8. Provides instructional strategies to fit different learning styles and rates.
9. Provides positive reinforcement and mastery feedback.

PROFESSIONAL RESPONSIBILITIES: Teacher

1. Works cooperatively with other staff members.
2. Carries out district and school policies.
3. Maintains effective communications with parents.
4. Implements recommendations for improvements.
5. Prepares instructional strategies and procedures properly and submits them on time.
6. Maintains individual student records accurately and meets appropriate time deadlines.
7. Prepares and documents student progress reports accurately.
8. Handles problems of discipline effectively.
9. Establishes an effective physical environment for learning.

Rx for the Supervising Teacher

1. Your attitude toward the development of teacher competencies might not be fully developed. It is a protection to the education profession to develop screening devices which hopefully will eliminate incompetent teachers from our teaching profession. It is recommended that you impart this attitude to your intern.

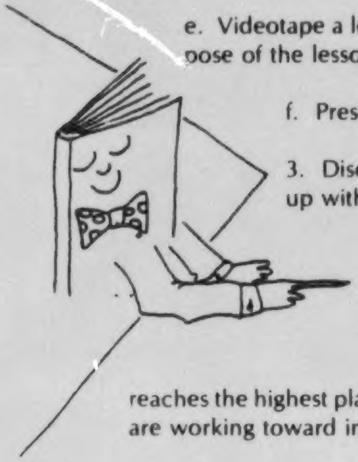
2. You should assist your intern in developing these competencies since the student teaching program is a cooperative program between the schools and college. Take the following competency, for instance: **Demonstrate the ability to orally communicate information on a given topic in a coherent and logical manner.** What could be done for the intern in order to develop this skill? Think about this competency and come up with possible strategies such as the following:

   a. Insist upon a clear-cut lesson plan.

   b. If your intern uses non-standard English while communicating information orally, make note of the mistakes for discussion at the next conference.

   c. Tape the lesson and during playback cooperatively evaluate as to whether the vocabulary was suitable to the topic and audience.

d. Also evaluate the tape as to suitability of volume and pace. If problems continue, give a demonstration lesson on how the volume and pace promote comprehension.



e. Videotape a lesson of this type. The intern will probably see traits that worked against the purpose of the lesson as the videotape is reviewed.

f. Present a resource person, a film and/or a record as relevant examples.

3. Discuss all of the recommended competencies with your intern and together come up with practical ways of mastering them.

Rx for the Intern

1. Keep in mind that the major purpose of student teaching is for you to demonstrate your teaching competencies. You should realize, however, that this area is one in which you are continually growing. (No one ever reaches the highest plateau on any teacher competency. Even experienced teachers of 20 years or more are working toward improving teaching techniques.)

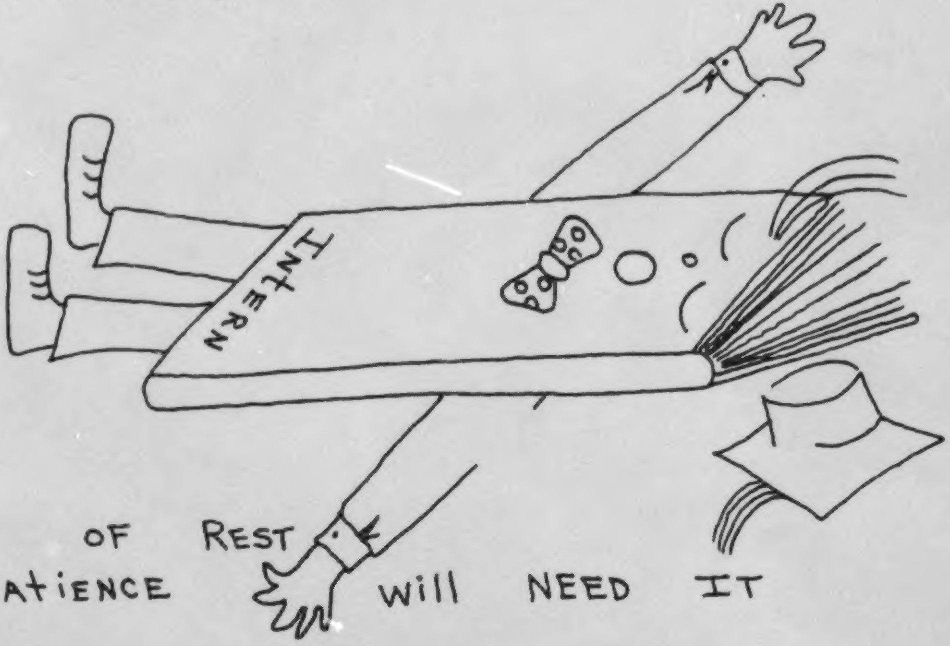
2. Realize that although you passed a written competency test, you are not assured that you will be effective in the classroom. Such abilities as classroom management, effective communication (written and oral), and planning and teaching skills are difficult to measure adequately until you are assigned a group of students.

3. You, as a beginning teacher, might have developed idiosyncrasies of which you are unaware. These unique traits cannot be determined by competency tests. Encourage your supervising teacher to inform you of any problem of this nature.

4. Various factors in the particular school you are assigned will have a bearing on the competencies to be relied upon. For example, the cutback in paper supplies in many schools will make it necessary for both the supervising teacher and intern to utilize the chalkboard more. Practice writing on the board will be the only way to develop effective handwriting skills.

5. Work very closely with the supervising teacher to make sure that you use the same system for testing and recording the minimum skills competencies. Parents must be notified if students are not passing the skills.

6. Discuss with your supervising teacher the competencies that you are expected to develop. These discussions should take place often to provide for ongoing evaluation.



GET Plenty OF REST
YOUR PATIENCE will NEED IT

Case 1-14

Bill is an intern in a fifth grade self-contained class. He is impressed with his supervising teacher, Harry Randolph, who has made him feel welcome in the classroom. Bill was quite surprised at Mr. Randolph's attitude toward the recently adopted state minimum standards program. He resented spending the necessary time working on these minimum standards and was very hostile about it. Bill was quite embarrassed when his supervisor told his principal that he wanted a substitute teacher two or three days a week so he could keep up with the minimum standards. Needless to say, the principal did not appreciate the "humor" of Mr. Randolph's request.

1. How should Bill handle this situation?

2. Do you feel that he will get caught up in this conflict?

3. Could this situation affect his success as an intern?

4. How could the coordinator be of help?

Case 2-14

Betty is assigned as an intern in a third grade classroom. She is confident that she can be successful in student teaching except for one competency. She has always had difficulty with English grammar, especially verb tense. This is particularly true when she is nervous. Former teachers have been trying to help Betty resolve this problem for many years.

1. Should Betty discuss this matter with her supervising teacher at the very start of student teaching?

2. Would it be wise for Betty to explain her difficulty with grammar to her coordinator?

3. How could a college student get this far in her program with such a weakness?

4. Should Betty be allowed to successfully complete student teaching if this problem cannot be resolved?

Case 3-14

Chuck has begun his internship in a senor high English assignment. He was somewhat worried about his voice projection because he had been criticized in previous labs about talking in a monotone. It came as a surprise when he realized that his supervising teacher also talked in a monotone. Chuck was not going to be able to use his supervising teacher as a model in this area.

1. How could this problem be resolved?

2. Should Chuck discuss his feelings with his supervising teacher or would this cause conflict?

3. In what way could the college coordinator be of assistance?

Case 4-14

Sally was in her fifth week of student teaching and assigned to an eighth grade classroom. She thought she was doing well but had received neither positive nor negative comments about her teaching from her supervisor. Sally was concerned that she may not be developing satisfactorily in the competencies necessary for successful teaching. The supervising teacher constantly changed the subject when Sally brought up the topic of evaluation. It was getting to the point where Sally was suspicious that she was not meeting her supervisor's expectations.

1. How could Sally get this matter clarified?

2. What should the coordinator tell the supervising teacher about the importance of evaluation?

3. What measures could be taken to make this a more profitable experience for Sally?

Case 5-14

Jeff was in his sixth week of internship in an eleventh grade mathematics class. He was disappointed when he received his mid-term evaluation report from his supervising teacher. Jeff received high evaluations with the exception of ability to keep adequate records; he received an unsatisfactory rating in this area.

The coordinator discussed this evaluation with Jeff's supervising teacher. She reported that Jeff had taught effective lessons but was very careless in grading papers and recording grades. She said she had discussed this matter with Jeff numerous times but improvement had not resulted.

1. Should Jeff have been content with only one unsatisfactory rating?

2. Why would he have been so careless in his record keeping?

3. What advice should Jeff's coordinator give him?

"Children should be led into the right paths, not by severity, but by persuasion."

--Menander

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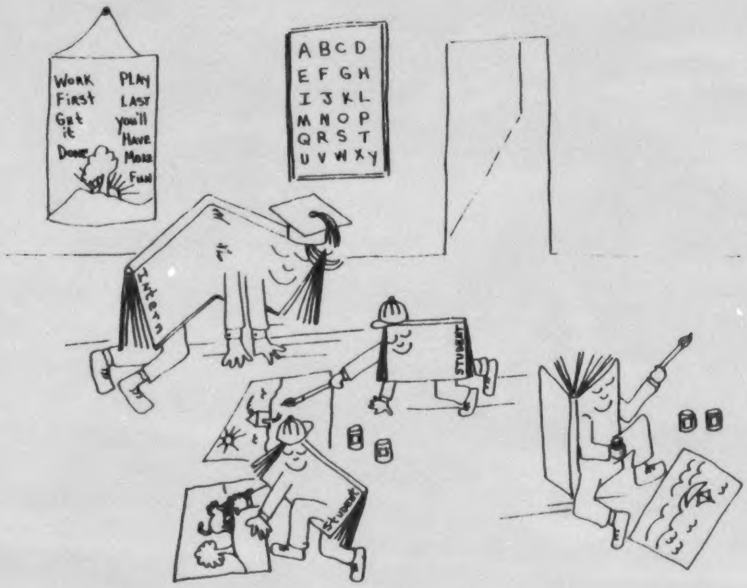
CLASSROOM MANAGEMENT

As the supervising teacher and the student teaching intern prepare to work together, one of the main areas of concern is classroom management. Interns are usually concerned over whether they will be able to develop an effective classroom management plan. The supervising teacher is usually concerned with the quality of classroom management the intern will maintain. For most interns, the student teaching experience is the first opportunity to put together all the components of teaching experienced during their training.

Frequently, field experiences prior to student teaching give the student only a portion of the responsibility and, although the assignment may be well done, there may be difficulty with trying to meld the entire program for a classroom into one picture. This melding process is one of the most anxiety-laden experiences for the novice teacher. Prior to developing a comprehensive and realistic "feel" for teaching, the intern must experience this synthesis of the many theories and the relatively small amount of practice experienced in the training program. While working with this synthesis, the meaning of teaching changes for the intern.

Although the supervising teacher can suggest, advise, and warn, only experience can bring reality to the intern concerning the many facets of classroom activity labeled teaching. The value of such advice will depend upon the receptiveness of the intern.

As the intern divides teaching into such components as planning, delivering the lesson, evaluating, and re-teaching, there is a vague realization that something is missing. That difficult-to-pin-down element is classroom management, not a separate component of teaching, but rather a pattern or matrix which falls across the entire teaching spectrum--from the first day of kindergarten until graduation.


WORK FIRST GET IT DONE
PLAY LAST YOU'LL HAVE MORE FUN
A B C D
E F G H
I J K L
M N O P
Q R S T
U V W X Y
Intern
STUDENT
Student

Classroom management is not something that is to be done in a classroom; it is not an end unto itself. It is, rather, an approach given to those activities involved in the learning process.

An intern does not "do" classroom management. Utilization of the best efforts of the students, school materials and their effects, and the intern's training, background, resources, and current time usage contribute to classroom management. When these resources are well utilized, then the teacher is acclaimed for having "good" classroom management. When they are ill-used, the teacher is said to have poor classroom management.

Appropriate classroom management begins with a positive attitude and will vary from individual to individual. Frequently, student teaching interns attempt to mimic their supervising teacher or some other idealized teacher and they discover painfully that what works for one usually does not work for all.

Students in training to become teachers often ask such questions as: "What rules do you have for running a classroom?" "Where do I find the answers to fill my bag of teaching tricks?" Many interns mistakenly utilize a list of rules in lieu of an attitude. This does not imply that the use of rules in classroom management is inappropriate; rules are necessary. However, rules must have a base and that base is attitudinal, derives from the personality and characteristics of the teacher, and is unique in each classroom.

As the beginning teachers realize that the development of appropriate classroom management must first of all be an internal matter wholistically seen, they are on their first steps toward developing into competent professionals. Piece-meal rules may last a few weeks or occasionally a year, but there is always anxiety lurking in the beginner's mind that something is missing. When it is realized that the missing element is to teaching as the foundation is to a building, steps are usually retraced and new beginnings are made with the help of fellow teachers or instructors.

Most interns can remember from their own experiences those teachers who never seemed to feel confident and comfortable in the classroom. Such a teacher exudes this lack of confidence to students, affecting all classroom activity. Students usually are not able to pinpoint the difficulty, but they are aware of an uneasiness in the classroom and react accordingly.

The attitude which forms the basis for effective classroom management is one in which the teacher-to-be likes herself or himself, likes people in general, and enjoys working with them in a helping relationship. The teacher who loves subject matter and does not like students will be a poor teacher and will have many management problems. A liking and helping attitude will exert positive forces in the classroom. A positive action on the part of the beginning teacher is more likely to produce a positive action on the part of the students in the classroom.

Once the attitude has been analyzed, then the supervising teacher and the intern can consider applying that attitude throughout the learning activities in the classroom. This is the "rule" stage. In considering what activities to do in the classroom, this positive, personal attitude should be applied in an objective way to facilitate the highest quality of learning possible in the classroom. The intern and the supervising teacher can break down the classroom activities into academic processes and physical activities, carefully maintaining the attitude that is to be infused into the teaching process.

Specificity begins at this point. The physical classroom can be divided into those properties of the classoom itself (desks, windows, heat, light, etc.) and those properties of the students (physical distance between students, pathways in the room, behavior patterns based on the seating arrangement, access to materials, books, and pencil sharpener, etc.)

The academic processes involve those non-tangible actions in the classroom through which students encourage or discourage each other. The development of internal motivation can be considered a product of effective classroom management. The teacher who can successfully develop internal motivation within students will have few classroom management problems. This again reflects the basic attitude of the teacher whose class is responding.

All disciplining skill emanates from the teacher. A teacher, old or new, must be confident and positive of attitudes toward students before she or he can be an effective disciplinarian. A disciplined classroom is a well-ordered, systematic setting in which all who enter can sense the outcome of the planning and yet not necessarily see the minute details of management.

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Rx for the Supervising Teacher

1. As a beginning teacher launches into the world of the classroom in the internship, the supervising teacher can be of great service by helping to identify the various parts composing the totality of teaching. Being able to see the total picture will help many interns find confidence and thereby perform better, both in planning and in presentation.

2. The intern must understand that effective classroom management is imperative and profitable in the teaching-learning process.

3. Throughout the term, as you share with the intern the major components of classroom management, bits and pieces of information and advice are shared; this information will be more meaningful and should also be valuable instead of merely a list of things to do to get the classroom ready or a list of things for students to do or to avoid.

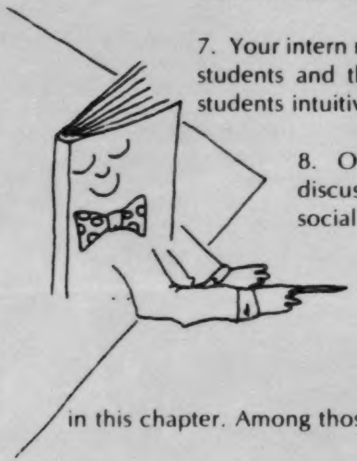
4. Encourage your interns to use those methods which work best for them.

5. If there is time in the schedule, arrange for the intern to observe other teachers' classrooms for directed observation and later visit them for a discussion of effective classroom management.

6. Through visitation, the intern will begin to understand that those teachers who like people (students), who like teaching, and who know how to express it are more readily accepted by their students and are caused fewer student-related problems.

7. Your intern may also be able to discern that those teachers who incessantly have difficulty with students and the classroom activities are people who have some personal hangups that the students intuitively are aware of or are weak-willed, wishing only to be "liked" by students.

8. Offer the intern a wide variety of experiences in seeing how classrooms are run, discussing the variations between classes, pointing out maturational differences and social patterns, and you will be of immeasurable value to the intern.



Rx for the Intern

Provided that you have examined your professional attitudes, and this has led to a discussion with as many teachers as you can interview and/or observe, you are probably now ready for the specificity mentioned earlier in this chapter. Among those physical properties of the classroom, the following should be considered:

1. Make as many physical classroom arrangements as possible prior to the arrival of the students. Never suggest that students re-arrange their own chairs; bedlam may result.

2. Have the lights, window shades or blinds, and heat adjusted prior to the students' arrival. This necessitates that you be in the school sufficiently early so that you will not appear rushed.

3. Have materials arranged for the easiest possible access by students. If possible, have the work on the students' desks to be ready for the day. Student helpers could be utilized.

4. Have work ready for students to begin immediately upon entering the room and being seated. Develop within the group a desire to come in and get to work on materials that serve in an on-going way; when all are in the room, that particular work can be put away for a time as other class work begins. Having a few self-directing assignments on the board will help the early arrivals.

5. Develop a plan for pencil sharpening. This should include an emphasis on courtesy and expediency. Do not allow students to leave their seats at just any time to sharpen a pencil. Warn them ahead of time, so they may plan ahead and bring a spare. Have extra pencils ready and trimmed in a cup on your desk so that a student may silently borrow and return them without interrupting the class by announcing the lack of a pencil.

6. Have the desks spaced so that natural pathways through the room will cause traffic to flow easily and not through crowded areas. Be sure there is a wastebasket in the classroom.

7. Be aware of social patterns with your students and assign seating accordingly. Do not allow any student to seclude himself; seat the loner with someone who is friendly. Be aware that those students who sit near the doorway may talk with students who walk up and down the hall. Those students who sit near windows may daydream easily.

8. Never let yourself be caught off-guard in responding to actions among your students. Plan for all contingencies, and if you miss any in your planning, never let the students know.

9. React calmly in all situations, remembering that most of the behavior in your classroom will be normal and merely needs some re-shaping and control.

10. Classes have been known to become disorderly while waiting for A-V equipment to begin. Have filmstrips and films threaded in machine while students are working on something else.

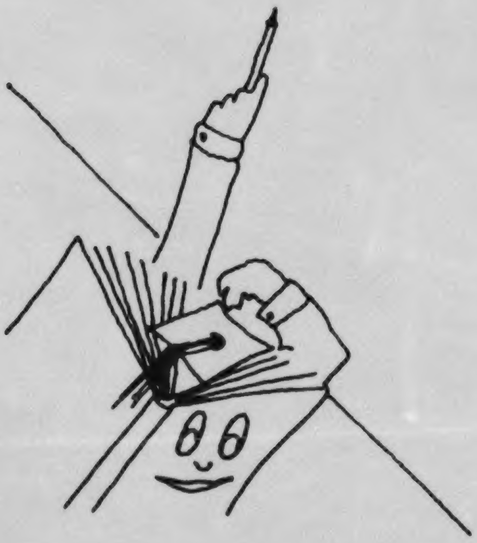
11. Be sure the students know what is to be done when work is finished (where to put it) and what to do next.

12. Be sure that you know what comes next so that there is no lull and time for trouble. Have every minute planned, but be flexible. Move easily from activity to activity.

13. Be specific in your own plans for record keeping and student procedures (going to bathroom, lining up for lunch, and passing out materials).

14. As an intern in a student teaching assignment, it is appropriate that you maintain the method of classroom management developed by your supervising teacher. Do not try to change any of the established routine. Learn from it; build on it; and when you have your own classroom, you will be better able to manage effectively from the very beginning.

It is easier to start with rigid and strict rules in the beginning of the year. As you get to know the students, it is easy to add other less rigid rules. The reverse can make life more hectic for you.



Case 1-15

Nelda Jacobson happily anticipated her student teaching in middle school science. However, her supervising teacher's class seemed to have several potential troublemakers. During her initial visits to the classroom and during observations at the beginning of the term, the supervising teacher noted that Nelda seemed to try to appease the troublemakers in an attempt to make them like her. Mrs. Lewt, the supervising teacher, realized that Nelda would have difficulty with these particular students if she did not use a rather formal approach with them.

1. How should Mrs. Lewt counsel Nelda?

2. What difficulties might arise if the supervising teacher did nothing?

3. What effects on Nelda's student teaching would such friendliness have?

4. How could Nelda successfully remedy the situation (assuming that she wants to do so)?

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Case 2-15

Bobby Mears was the new student teaching intern in the first grade class taught by Mrs. Elison. Bobby enjoyed his students and liked teaching. His students seemed to like him, although they reserved some affection for their "real" teacher. During art time one afternoon, one student caused a paint spill and Bobby reacted negatively. The other students immediately began jeering. Bobby was surprised how first graders could change so suddenly. Some began dropping paint; others threw paper; others banged on the work tables. Mrs. Elison had to act.

1. What should be the immediate reaction of Bobby to the students?

2. What should the supervising teacher do at this moment?

3. How could Bobby develop appropriate relations with this class?

4. What could have been said or planned by the supervising teacher to avoid having such a situation arise?

Case 3-15

After Milly Green began her full-time teaching in the fourth grade, her supervising teacher breathed a sigh of relief that the classroom was proceeding normally. She liked Milly's approach to planning and her methods with the students. Something kept nagging at the back of her mind and as she completely reviewed Milly's progress, she became aware of the problem. Milly had allowed the children to keep their desks sloppily. Some books and materials were scattered on the floor under the desks; books inside the desks were disheveled. Prior to Milly's arrival, the students had been required to keep their desks clean and neat with no books or materials on the floor. Mrs. Green knew something must be done before the children's habits got worse.

1. Should the supervising teacher speak to the children about their desks?

2. How could the supervising teacher approach the situation without hurting Milly?

3. What reaction do you think Milly would have to the supervising teacher's suggestions?

4. Is it important that fourth graders keep their desks neat?

Case 4-15

Bill Nelson greeted the students in his new student teaching placement as they arrived the first morning. When the bell rang, his supervising teacher began the day's assignment in high school geography. Later in the first class, the supervising teacher introduced Bill to the class and asked him if he would like to say a few words.

Bill jumped at the opportunity and told the class some things about himself in way of an introduction. He proceeded to tell them that "some things" would change around the classroom, that he had plans for re-arranging the desks, that the trash can should be moved to another more accessible location in the room, and that the teacher's desk would be better nearer the door.

The class members looked at Bill as if they could not believe what they were hearing. The supervising teacher interrupted Bill, thanked him, and proceeded with the geography lesson.

1. If you were the supervising teacher, would you introduce Bill to your other classes during the day?

2. How should the supervising teacher react? What should she say to Bill?

3. Would the coordinator be any help in this situation?

4. Should Bill be allowed to continue his student teaching in this classroom? Why?

5. What could have been done prior to this introduction to avoid this development? By whom?

Case 5-15

Margie Jones was student teaching in eleventh grade English with a supervising teacher who did not share her philosophy of getting the students involved in the material. The supervising teacher primarily used lecture and drill as teaching methods. Margie wondered why she had been placed with such a teacher. She realized that maybe she could have a good influence on her supervising teacher as well as learn from her. At one point, Margie wanted the students to become involved in group work. When she discussed her plans with the supervising teacher, she was told that there was to be no group work in that classroom and that the desks were never to be moved for such foolishness. Margie was bewildered and frustrated.

1. What were Margie's options?

2. Should Margie involve the coordinator with her problem? The principal?

3. What would result from going against the supervising teacher's wishes and using the group process?

4. Should Margie conform and use only lecture and drill methods for teaching? Why?

5. Should Margie request a different placement for student teaching?

6. What skills in diplomacy could Margie develop while at the same time getting to use her own methods of teaching? How?

Case 6-15

When the college coordinator first visited the classroom where Ginny Stone was student teaching, he realized that trouble might be brewing. In the random placement procedure, Ginny had been placed with Miss Grimlet, notorious for her organization and neatness. Ginny, on the other hand, seemed to thrive on the lack of such qualities. Although Ginny had a number of qualities that could easily help her become a good teacher, she would have difficulty fitting into a classroom situation with Miss Grimlet.

Overnight, he pondered the situation. Then he called Ginny and set up a conference with her in his office on campus after school.

1. What do you think the coordinator told Ginny?

2. What hope is there for compromise in this situation? Why?

3. How would Ginny discover the supervising teacher's tolerance level?

4. Would you consider the supervising teacher's neat habits a good professional role model? Why?

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> **"If we succeed in giving the love of learning, the learning itself is sure to follow." —Sir John Lubbock**

PLANNING

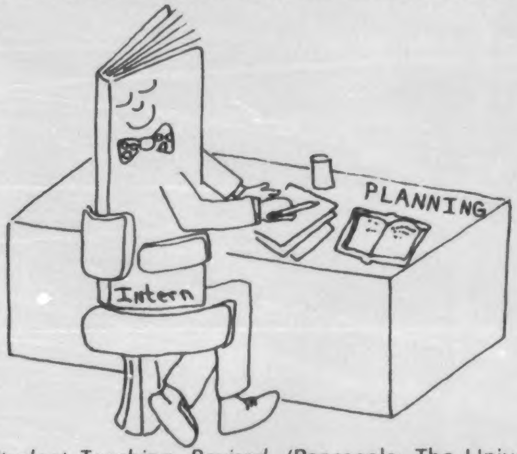
Successful teaching is a result of effective planning. Planning enables one to predict the future course of events. The planning of an effective lesson is an essential skill of teaching very much in the mind of both intern and supervising teacher.

During the early stages of student teaching there must be cooperative planning between the supervising teacher and intern. As planning skills improve, however, the intern's dependence upon the supervising teacher should decrease. Of course, the supervising teacher must continuously evaluate the lesson plans of the intern and provide the necessary guidance.

A checklist for lesson plan construction follows:[6]

1. Orientation: Does introduction clarify objectives and provide motivation?
2. Discussion: Are key questions listed? Are appropriate facts included?
3. Demonstration: Are the principal steps outlined?
4. Job Procedures: Are activities well organized?
5. Audio-Visual Presentation: Are the necessary steps for preparation, presentation, and follow-up included?
6. General Activities: Is there sufficient variety to meet individual needs?
7. Materials: Is there an adequate supply to meet individual needs?
8. Assignment: Is it complete and does it answer questions of why, what, and how?
9. Timing: Does the plan allow for complete coverage of topics or problems for the day?
10. Evaluation: Are appropriate activities included to determine if students are achieving objectives?

A specific lesson does not develop in a vacuum; it must fit into a sequential and relevant pattern of development. This concept is often difficult for some inexperienced teachers to realize and requires assistance from the supervising teacher. Such items as planning classroom activities, the scope and sequence, the subject matter to be utilized, the units to be taught, and methods of evaluation are primarily the responsibilities of the supervising teacher.



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[6] Pat Wentz, *Handbook for Student Teaching, Revised,* (Pensacola: The University of West Florida Duplicating Service, 1981), pp. 11-12.

Interns should be able to write behavioral objectives prior to their student teaching internship. They might need to be reminded, however, that a well-written instructional objective tells:[7]

1. What it is that a student who has mastered the objective will be able to do,
2. Under what conditions he will be able to do it,
3. To what extent he will be able to do it, and
4. How its accomplishment can be measured.

Interns should show a great deal of professional growth as lesson plans are evaluated by themselves and supervising teachers. Most plans may need some last minute revisions on the basis of the previous class. In order for the effective organization of teaching to be insured, plans ought to be ready in advance. A good guide to use with a lesson plan is to consider if, with adaptation, it could be used with another group of students.

> Emphasis on results should prevail over emphasis on form. Every teacher plans; the process and extent differ with the individual. Good planning depends on an adequate concept of purpose and a knowledge of the learning rate of pupils. This may be a new thought to an intern. [8]

Rx for the Supervising Teacher

1. Consider the following recommendations of the Association of Teacher Education:[9]
    a. The supervising teacher should acquaint the student with his yearly plans, reviewing development that occurred before the arrival of the student teacher and projecting developments that will likely occur after he leaves.
    b. The supervising teacher should explain his procedures for pupil-teacher planning.
    c. The supervising teacher should review the teaching plans made by the student teacher raising appropiate questions and making helpful suggestions.
    d. The supervising teacher should provide evaluative sessions in which the student teacher gains skill in judging the effectiveness of the plans.
    e. The supervising teacher should make certain that the student teacher has submitted his plans for constructive criticism far enough in advance of the teaching commitment for the student teacher to revise plans as necessary, incorporating appropriate suggestions.
    f. The supervising teacher should project with the student teacher a sequence of varied responsibilities that will enable the student teacher to become involved gradually in all aspects of the program.
    g. The supervising teacher should encourage the student teacher to use his initiative and creativity by giving him the freedom, within acceptable limits, to initiate practices and procedures not customarily followed by the supervising teacher.

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[7] Thorwald Esbensen, "Writing Instructional Objectives" from *Elementary Student Teaching Readings* by James Johnson and Louis D. Deprin, (Glenview, Illinois: Scott Foresman and Co., 1971), p. 45.

[8] Henry and Beasley, op. cit., p. 80.

[9] Pauline Hilliard, et al., *Guiding Student Teaching Experiences*, (Washington, D.C.: Association for Student Teaching, 1968), pp. 13-14.

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2. Make it clear to your intern at the beginning that you have high expectations in the area of planning. **Under no circumstances** should the intern be permitted to teach without having the lesson plans approved by you.

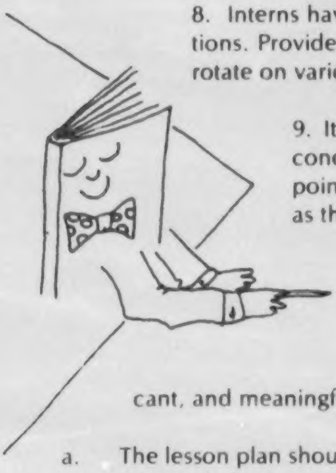
3. At the beginning of student teaching, you should assist your intern in making and using lesson plans. According to Henry and Beasley[10], these plans should be suitable to the subject, to the situation, and to the intern's own personal style. You may help best by asking questions.

4. Assist in making materials accessible to the intern. Interns cannot be completely responsible for the materials they use and will need guidance from you and other school personnel. Inform the intern about additional materials that may be utilized with specific units.

5. Timing may be one problem area for your interns; they may spend too much time with a specific lesson or group. Most need guidance in this area. Suggest that they over-plan rather than fail to plan enough. Interns can always cut something out but would find it difficult to add on the spur of the moment.

6. Give your intern guidance on judging how much can be taught within a specified time and how much time should be spent on a particular skill or area.

7. A conversation concerning the learning levels of your students would be invaluable for your intern in preparation for planning. It may be difficult for some interns to realize that, for various reasons, all students are not eager to learn.



8. Interns have to learn to be flexible when it comes to planning since there are many interruptions. Provide a schedule listing coming activities not included on lesson plans, plus classes that rotate on various days.

9. It would be helpful if both you and the intern would jot down notes during the day on concerns and questions to be discussed during the next conference. Many important points will be forgotten if there is not an organized method of recording these concerns as they arise.

Rx for the Intern

1. There are certain principles that should be adhered to in instructional planning, and the following format is suggested for instructional plans which may serve as a foundation for the construction of realistic, significant, and meaningful lesson plans: [11]

a. The lesson plan should be long enough and complete enough to be of assistance but not so detailed that it is confusing.

b. The lesson plan should be constructed so that it can be used as a ready reference. Detailed steps and certain procedures probably should be on a separate sheet or cards.

c. There is no one best form for the construction of the lesson plan. The teacher will find usually that his own form will work best if he has adhered to sound educational principles in the development of his plan.

d. Interns should expect to prepare lesson plans at least one week in advance.

e. A daily lesson plan should not be rigidly followed if the rigidity detracts from the learning situation.

f. If you are continuing a series of activities over a period of several days, the daily plan may be used with only minor changes; it is not necessary to reconstruct the entire plan.

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[10] Henry and Beasley, op. cit., p. 72.

[11] Wentz, op. cit., p. 11.

g. Daily lesson plans are always a part of a larger unit such as the course plan, but they are not necessarily a part of a unit plan.

h. Plan certain objectives to be achieved.

i. Evaluate what has been done before and decide what should be next.

j. Decide what can be done in the available time.

k. Allow time for pupil participation in development of plans.

l. Write down each succeeding step; know what is coming next.

m. List leading questions with definite objectives in mind.

n. Be sure that all activities are planned at appropriate levels of interest, vocabulary, and experience.

o. Plans should have enough depth to provide direction for the entire teaching period.

2. Find out prior to student teaching what you are expected to teach. Preparation of the necessary ground work prior to the development of a teaching unit or special project is helpful. Of course, your supervising teacher will expect to approve all of your plans prior to teaching.

3. You should not expect to find that what works for the supervising teacher will necessarily work for you. In fact, your plans should be more detailed. Your teaching style may differ from that of the supervising teacher.

4. As you become more experienced, the detail required in lesson plans may decrease. However, the thoroughness of planning should not decrease.

5. Obtain and organize your materials before executing your lesson. Students will become very restless if this has not been done.

6. You need to make sure that you are "on task" and teaching the materials required. This is particularly important because of local and state minimum skills which many students are required to master.

7. You need to budget your materials to meet your time allocation. It is probable that you will have difficulty with the timing of your lessons. Most of the time you will probably have more plans than you can complete, but there will also be times when you run out of materials. As you gain experience, you will achieve skill in budgeting your time in light of the activities to be completed.

8. Your teaching environment must be given consideration. For example, if you are going to need a listening center, it must be set up prior to the lesson. If you are planning to do research in the library, you need to check with the librarian or media specialist. Large art projects need to be located in an area where they will be protected.

Case 1-16

Sarah, a fifth grade intern, wanted to teach a unit on poetry since this was her favorite subject. Her supervising teacher encouraged her and suggested that she teach this unit but for only 15 minutes per day. She explained that the unit would have to be limited because of work on the state minimum skills that needed to be done at this time. The supervisor was out of the room during the 40-minute language arts period; Sarah spent all of this time on her poetry unit. Later when the test was administered for the minimum skills, the supervisor discovered that certain skills had not been taught.

1. Should Sarah have been aware of the importance of minimum skills at this stage in her career?

2. How should the supervising teacher handle Sarah's failing?

3. Would a conversation concerning the importance of minimum skills be helpful?

4. Was this a serious mistake on Sarah's part?

5. Should the coordinator be informed of this situation? If so, what could he do to help Sarah?

Case 2-16

Mike was enjoying his internship in a seventh grade social studies class and was teaching full time. His major problem was that he could never remember to watch the clock. Every day his class was late to lunch, and he could never get them to physical education class on time. Mike was warned by the supervising teacher that this was creating serious problems with other teachers and the principal.

1. What could cause an intern to be negligent in this way?

2. Why would this negligence be considered a serious problem?

3. What could be done to make sure Mike got the class to the right areas on time?

4. Is there any way that the students could help?

Case 3-16

Mary had greater expectations for her sixth grade students than her supervising teacher had. She always included more activities than were necessary in her lesson plans and rushed to complete them. The supervising teacher noted that certain students were becoming quite tense about Mary's lessons. When she discussed the matter with the intern, Mary explained that she was afraid she would run out of materials within a specific time block. She also said she wanted to be certain that the students were challenged.

1. Does there need to be tension present for a lesson to be challenging?

2. How could the supervising teacher make Mary feel more at ease?

3. How could this conflict be resolved to the benefit of both Mary and her students?

Case 4-16

Jean is a creative intern assigned to a high school English class. Her supervising teacher was quite impressed with her ideas and encouraged her to incorporate them into her teaching. She was scheduled to take over her first English class on Monday of the third week and planned to initiate some creative dramatics. Jean's supervisor wanted to see her first lesson plan a week before delivery and expected a very creative plan. Four days before the lesson, Jean still had not handed in a lesson plan. It appeared she did not get started early enough and, according to another intern, had the reputation of not carrying her tasks to completion.

1. What should the supervising teacher do at this point?

2. Would it be unfair not to allow Jean to teach without a prior lesson plan? Explain.

3. At what point should the coordinator be called in?

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Case 5-16

John was completing his third week as an intern in an eighth grade science class. He had taken over one science class and thought he was doing a good job. According to his supervising teacher, however, John had one major problem. His lesson plans were much too general. Since he was just teaching one class, his supervising teacher expected very detailed plans. John's attitude was that he did not feel it was necessary to write detailed plans since he had noticed that his supervisor's plans were quite brief.

1. Which party is wrong in this situation? Explain.

2. Was it unfair to expect John to produce detailed plans? Explain.

3. How could this problem be resolved?

4. Why would it be permissible for a supervising teacher to have only brief plans?

Case 6-16

Rudolph had completed his seventh week in a tenth grade social studies assignment. His major weakness appeared to be in the area of planning. He had five consumer economics classes but prepared only one lesson plan to take care of all five classes. His supervising teacher insisted upon a lesson plan for each class, but Rudolph continued along the same pattern. In disgust, the supervising teacher called the college coordinator.

1. Why did the supervising teacher insist upon one lesson plan for each class?

2. Do you feel that Rudolph thought he was doing a satisfactory job of planning?

3. What should be the coordinator's plan of action to help resolve this situation?

4. Should Rudolph be withdrawn from student teaching?

Case 7-16

Ashley has completed her fourth week of student teaching. She has the feeling that her teaching is going well and has been told so by her supervising teacher. Ashley is concerned, however, because she has not had any feedback concerning the lesson plans. She was told by her supervising teacher during the first week that he would leave the planning up to her. He said that he did not want to see her plans but would tell her if the lessons were not going well.

Ashley had prepared detailed plans every day that she had taught and kept them in a notebook. She was happy that she had done this, especially when her college coordinator asked to see her plans after his first observation. When she told him about her supervising teacher's attitude toward her plans, he was very disturbed.

1. Why would the college coordinator react this way?

2. Was Ashley wise in preparing thorough plans even though they were not requested? Explain.

3. Was she justified in wanting feedback on her lesson plans? Why or why not?

4. Should the form of an intern's lesson plans change as the number of lessons to be taught increases?

> **"A teacher who is attempting to teach without inspiring the people with a desire to learn is hammering with a cold iron."**
> **--Horace Mann**

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IMPLEMENTATION OF THE CLASSROOM PROCESS

Implementation! This is where it is for teachers! As student teaching interns approach the first attempts at putting it all together, they will experience a number of emotions which characterize the implementation of the actual classroom teaching process.

First, the intern will probably experience a deep interest in the class of the supervising teacher. The intern will appropriately wonder at the magnitude of the class--the aggregate of individual lives and the vast amount of subject material to be covered. By doing so, the intern will become aware of the need for objectivity and organization.

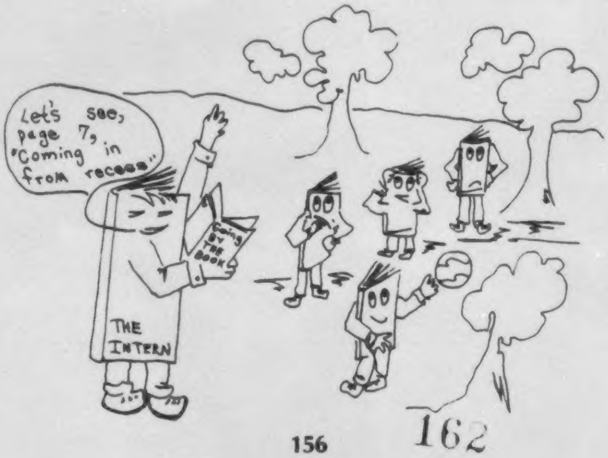
Second, the intern will be motivated by the needs of the students in the supervising teacher's class and will be stimulated to develop plans and write projects that will fit those needs. The intern will be aware that ideas of former classes now take on new meaning in the framework of the real needs of the assigned classroom.

Third, intensive planning will take place as the intern adds the finishing touches to plans, and adjustments are made to provide for the varying needs of the individual students. This intensity of purpose can be labeled as devotion that is one of the facets of teaching referred to by some as the "art" of teaching.

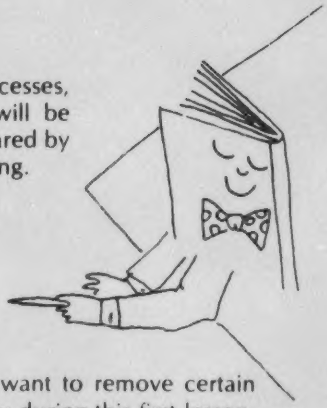
Fourth, after the interest, the motivation, and the intensive planning, the intern will begin teaching. The emotion often accompanying this portion of training is panic. Some interns conceal it rather well and some not at all. Recognizing the probability of its occurrence is half the battle in overcoming it. Even the best prepared, the most self-confident student teaching intern will have many questions prior to taking over the entire class for that first lesson. Most interns mentally catalog a list of alternative job possibilities for use in case of failure. During those few minutes just before the first class, some interns can visualize their chances of obtaining a teaching degree going up in smoke.

To avoid this, the intern should make plans to keep busy with the students until the time to begin the lesson. This will help the intern's lesson flow out of some other activity and the motivation for the students at the beginning of class will be more easily established. By helping the students with other activities, the intern will forget self and be concerned more with the needs of the students. Once the intern gets into the lesson, awareness develops that teaching that lesson to that class is not so bad.

Fifth, during the initial full-class lesson, the intern will find that the lesson really does fit together after all and that the students really are just regular people. During those few seconds while waiting for students to think and respond, the intern will silently thank the supervising teacher for insisting on thorough planning as well as specific suggestions for implementation of this lesson. As the lesson continues, the intern will begin to breathe normally again and will sense a satisfaction at the opportunities encountered during the lesson.

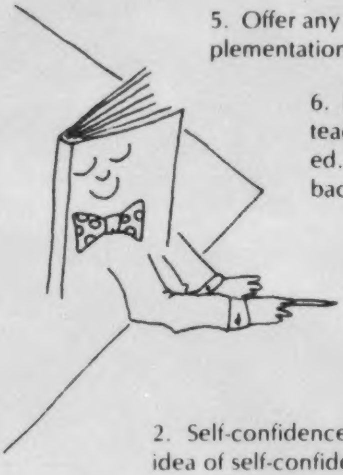

Let's see, page 7, "Coming in from recess"
Going BY THE BOOK
THE INTERN

Sixth, as the intern begins to piece together classroom plans and activities, as successes, even small ones, are won with particularly difficult individuals, the students will be delighted with the challenge offered them by the intern. This may or may not be shared by the intern and the supervising teacher but both should be aware that it is happening.



Rx for the Supervising Teacher

1. Your intern will probably be anxious about the first full-class lesson. You will not be able to rid the intern of the anxiety, but you may help alleviate it somewhat. Be kind.
2. Share with the intern particular problems with difficult students. You may want to remove certain students from this first class by involving these students in an activity with you during this first lesson.
3. Insist on thorough planning. It will pay huge dividends for you to be a difficult task master.
4. Mentally prepare your intern for lesson implementation by verbally walking through it together. The intern may consider this a waste of time, but insist upon it.
5. Offer any materials, props, and suggestions that you feel would enhance the intern's lesson implementation. Later these may be sought as their importance is realized.
6. Finally, when you have done all you can, avoid the impression of watching the intern teaching until you feel a comfortable security in the position as teacher has been achieved. Plan an appropriate seating area in the back of the classroom and blend into the background. You must release the intern with your class to allow growth.



Rx for the Intern:

1. This is it! You have worked for nearly four years to get to this point. You have stored much knowledge, made lesson plans, practiced oral delivery, and made all the preparations necessary for teaching. You are ready to implement the plans put together by you and the supervising teacher.
2. Self-confidence is a major key to success for the beginning teacher. Many interns may laugh at the idea of self-confidence due to a lack of it. However, you can profit from convincing your students that you have self-confidence, and once you convince them that you possess it, you will find you have nearly convinced yourself. If you have good plans and feel well-prepared, self-confidence will come more readily.
3. Be as prepared as possible. Be sure your plans are workable and realistic in terms of time.
4. Retain poise, calmness and dignity.
5. Be realistic about the situaion. You are placed here to learn how to teach. You may make a few mistakes. Even the most seasoned old pro does that, so do not allow the possibility of mistakes to bother you. Instead, use your time positively by developing a method of handling your errors. Think positively.
6. Be yourself. Students can see right through a person. Be genuine all of the time with them.

Case 1-17

Mrs. Atkins felt that her intern was not sufficiently concerned about planning, especially her first series of lessons. She hesitated to use fear as a motivator but her suggestions went unheeded. Finally, Mrs. Atkins phoned the college coordinator and discussed the situation. The next day the coordinator visited Mrs. Atkins' classroom and discussed the problem with the intern who agreed to plan effectively. No sooner had the coordinator left than the intern reproached Mrs. Atkins for calling the coordinator.

1. What should the supervising teacher have done initially?

2. What options were open to Mrs. Atkins now?

3. Should she continue to seek the advice of the college coordinator?

4. Should she act on her own? How?

Case 2-17

Joe Elton was the intern in Mrs. Graves' high school English classes. As Joe began his first full-class teaching, he resisted using notes. Although in form he had a well-developed lesson plan, it was apparently not practical. Joe insisted that he really did not need notes to refer to as he taught the class. He convinced Mrs. Graves that he had prepared sufficiently and that he would remember everything.

Well, Joe did not remember everything. When he stood before the first class of the day, after the bell rang and he closed the door, he turned to the class and his mind went blank!

1. Mrs. Graves was aware of the situation. Should she do anything? If so, what?

2. Do you think Joe learned his lesson about using notes?

3. How would the class react to him next time?

4. What long-range measures should Mrs. Graves take?

Case 3-17

Sixth grade time was valuable and Mr. Wilson hoped his intern would be well organized and use the students' time wisely. Mr. Wilson had talked with other teachers with whom his intern had served field experiences. There seemed to be a propensity for ad libbing and wasting time. Mr. Wilson tried to tactfully express his disapproval to the intern but it apparently was not effective. The intern wrote well-developed plans and professed a high degree of organization. Yet, when he began teaching the full-class lessons, the intern was easily distracted from the subject and much time was wasted.

1. Should the supervising teacher interrupt the lesson at the point of diminishing returns?

2. Since tact had not worked earlier, what should Mr. Wilson try next?

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Case 4-17

Coach Elroy felt that lesson plans were a waste of time and shared this philosophy with his intern, Buddy Bates. However, the department chairman communicated to Buddy that he expected to see his lesson plans one week prior to his first full-class teaching.

1. Without Coach Elroy's cooperation, how could Buddy write effective lesson plans?

2. Should Buddy discuss the coach's feeling about lesson plans with someone? Who?

3. Should he call his coordinator?

Case 5-17

Lily Jackson loved biology and thought she would enjoy student teaching--until it was time for her to plan her first full-class presentation. She seemed overwhelmed and initially planned too little. After conferences with the supervising teacher, she grossly over-planned. Still filled with anxiety, Lily asked the supervising teacher if she would leave the classroom for the first presentation. She assured the teacher that she would feel more confident and would be able to teach better. The supervising teacher had some doubts about leaving her class with a beginner for the entire period.

1. What legal constraints operated for the supervising teacher?

2. Would the student teaching intern actually make a better presentation to the class without the supervising teacher present? Why or why not?

3. What additional approaches could the supervising teacher take in this situation other than leaving the classroom during the initial lesson?

Case 6-17

Elmer Bigg had already announced to the math classes he was assigned to student teach that he was a retired military officer and that teaching was for him just something to do for a few years before he completely retired. He had already explained to several of the students that they could call him Captain Bigg. Students had expressed to the supervising teacher that Mr. Bigg really did seem impressed with himself but that they were unimpressed.

The supervising teacher was concerned that the students would become antagonized by Mr. Bigg and make his student teaching assignment difficult for him. The actual presentaion of the lessons seemed to be the most likely time for bad feelings to develop. During announcements and short presentations, Mr. Bigg had seemed overly authoritarian and the students had openly resented his attitude.

1. What action should the supervising teacher take in helping Mr. Bigg assess the situation?

2. How should the students be prepared to deal with the situation?

3. In what ways could the coordinator assist this supervising teacher?

4. What options does the student teaching intern have at this point? How can he best be led to understand these options?

> **"In a world as empirical as ours, a youngster who does not know what he is good at will not know what he is good for."**
> **—Edgar Friedenberg**

18

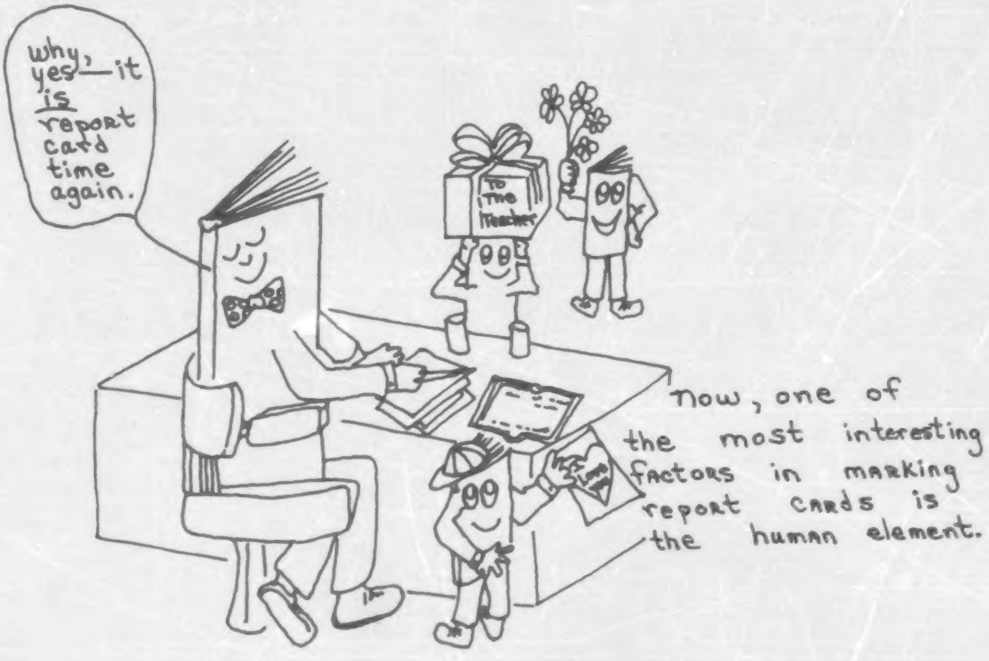
INSTRUCTIONAL EVALUATION

The evaluation process utilized by an intern during student teaching should be an outgrowth of the unit and lesson plans that are developed in initial planning. In methods classes at the college, the intern has probably been exposed to a number of types of lesson and unit plan schemes, and the supervising teacher may be able to offer some additional types of organization for planning that are more appropriate for particular situations. Classroom teachers generally have taken the theory offered in methods classes and adapted it to the reality of the classroom. Therefore, the planning methods offered by the supervising teacher may in the long run be more valuable to the intern.

As objectives are developed by the intern in planning with the supervising teacher, and as activities are chosen to meet those objectives, the intern must decide how to determine if those objectives have been met. Once the decision has been made, the evaluation process itself will progress with little difficulty. The secret is in the appropriate planning; it is critical for the intern to realize that teaching can be compared to a three-legged milking stool with evaluation as one of the three legs, combining with planning and implementation to maintain balance on the stool. Interns sometimes have a tendency to postpone developing their evaluative procedures until the last minute and then rush into an inappropriate activity for the evaluation.

Another natural weakness that supervising teachers should be aware that interns sometimes develop is that of planning rather monotonous evaluations. Since the evaluation with which the intern is most familiar is the paper and pencil test, that type of evaluation may be used more frequently during student teaching if adequate guidance is not given during the planning stages.

Good planning for evaluation is difficult and will take much time on the part of the intern who may be inexperienced in the use of a variety of forms of evaluation. The supervising teacher will need to offer advice on a wide range of evaluation problems and the intern could profit from observation visits with other teachers in the area of evaluation.


why, yes—it is report card time again.
To The Teacher
now, one of the most interesting factors in marking report cards is the human element.

Among problems that the intern must anticipate are those of evaluating for individual differences while maintaining a classroom standard, evaluating students who have been mainstreamed, dealing with students who have other teachers who maintain different evaluation techniques, and being able to work with parents in explaining the grades that students eventually take home.

Adequate record keeping is a must. There is no substitute for documentation. The intern must be able to explain at any time just what the classroom achievement status is for any of the students, both to the supervising teacher or the principal and to parents and students. It is imperative to keep records up to date.

Methods of evaluation will vary greatly depending upon the grade level and the subject with which the intern is working. In elementary school, one intern will probably use several methods of evaluation with the same class due to the varied subject materials and content the group will have covered.

In addition to being well-planned and well-recorded, evaluation must be fair, both to the individual as well as to the group. As important as fairness is in evaluation, the intern should give the student the benefit of any doubt and temper all the grades with professional mercy. The gradebook is no place to feed a grudge.

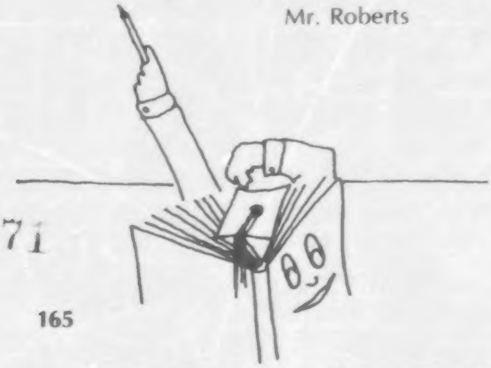
When the term "reporting to parents" is mentioned to most teachers and interns, one often pictures either a report card or a note written to the parent in regard to some inappropriate action, behavioral or academic, on the part of the student.

Communication with parents can prove to be a beneficial factor in classroom management as well as for the academic progress of individuals within the group. Interns should plan a positive communication program with the parents, and with the aid of the supervising teacher, take the necessary steps to insure the establishment and maintenance of such a program.

State laws and school district regulations mandate the report card. Student anxiety produced by the report card must be dealt with by the intern. One method is to prepare the students throughout the term to do their best and accept themselves through positive self-concepts.

Notes from the intern to the parents (approved by the supervising teacher) are another standard method of communication. These notes should convey messages of a positive nature about the student, i.e., good behavior, some good work done. The intern should use praise cautiously but should give the student commendations where appropriate. In elementary school, a good rule of thumb is to send at least one personal communication home to a student's parents during each reporting period. Spaced halfway between report cards, a note can lend reassurance to both parents and students. It need be nothing more than:

> Dear Mr. and Mrs. Jones:
>
> Johnny seems to be enjoying school this year. I talked with him earlier about the condition of some of his homework papers and since that time he seems to have made a real effort to improve. I appreciate his cooperation and I feel we're going to have a good term.
>
> During the year, I'll be happy to set up a conference after school at your request.
>
> Mr. Roberts



In secondary school, the teacher may want to consider using a duplicated form such as the following:

______________________________ ____________________
Name of Student Subject Teache

Dear Parent or Guardian:

______________ Work is satisfactory in most areas

______________ Needs particular help in such areas as ____________________

______________ Seems to be enjoying school

______________ ______________________________ may want to discuss with

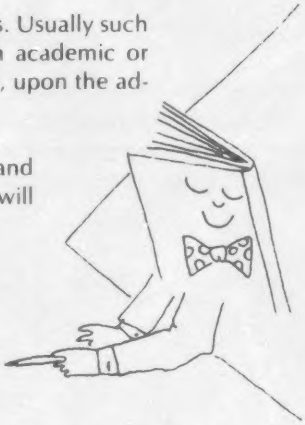
you problems relative to ______________________________

Interns should be aware that any remark written on a student's papers is a potential message to parents. Some students will use a poorly-worded written comment on a homework or test paper written by the intern to the disadvantage of the intern. Notes on such papers should be well thought out, and sincerely and carefully stated and proofread.

Parent conferences are a method of reporting to parents. These are usually scheduled before or after school. Some schools provide PTA meeting times to offer teacher-parent contact. Care must be given to make special arrangements with those parents who cannot get to the school during regular hours. Most principals will agree to meet with the intern, the supervising teacher, and the parents at the school after the parents' working hours. Other possible sites for such conferences would be the public library or the main office of the school district. Discretion is urged upon the selection of any other site as it is generally recognizable that John Doe's Bar and Grill would be inappropriate.

Conferences with parents can be rewarding and enlightening to student teaching interns. Usually such conferences are held at the request of either the parents or the intern based on an academic or behavior problem. Some schools routinely schedule parent conferences and the intern, upon the advice of the supervising teacher, may choose such a schedule.

Whatever type of reporting to parents is chosen by the intern, it should be kept positive and objective. Care must be used so that reports are realistic. If reports are glowing, parents will be surprised if the grades are poor.

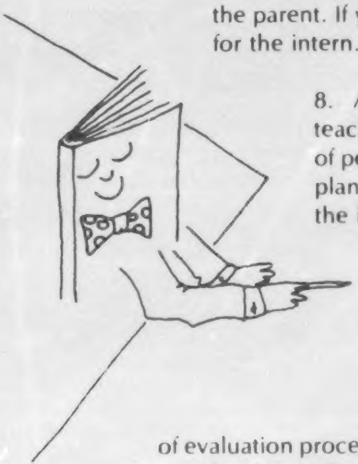


Rx for the Supervising Teacher

1. In early observations, both with you and with other teachers, suggest that the intern observe specific methods of evaluation and make notes in a professional notebook.
2. Help the intern to realize and practice the concept that different methods of evaluation are sometimes good for different students covering the same material.
3. Help the intern to see that those students who do not test well with paper and pencil tests may be better evaluated with an individual oral test. A major difficulty with this will be the security of the evaluative situation and the time for such individual tests.
4. As supervising teacher, do not allow the intern to proceed with his teaching until you have seen and approved his methods of evaluation.
5. It would help the intern to have access to your grade book to assess current performance of students in the classroom. The intern should maintain a separate grade book and should keep it well documented and up to date.

6. Stress the necessity for immediate feed-back to students with the evaluation measures chosen. (Consider, for example, the intern in high school English who assigned a six-page essay to all five of his classes. In his planning he had not considered how much time he would need to grade those essays in addition to the time necessary to continue ongoing planning. This particular intern become so weighted down with the work of grading the essays that he became physically ill and was forced to stay out of school for a week to recover.)

7. Discuss with the intern the importance of good communication between the school and the home. Openness in this area contributes to a healthier mental state for the student. Frequently, school-home communications suffer because of a lack of time on the part of the teacher and a lack of accessibility on the part of the parent. If you can aid the intern in identifying these problems, then less difficulty will develop for the intern.



8. A variety of methods of reporting to parents can be suggested by the supervising teacher. In addition to the six or nine week report card, the intern could develop a type of periodic written memo (a "Happy-Gram"), a schedule of telephone calls to parents, a planned sequence of group or individual conferences at the school, and even visits by the intern in the homes of the students.

Rx for the Intern

1. Plan your evaluation immediately upon setting your objective. Never wait until it is evaluation time to plan for it.

2. Your supervising teacher may be able to help you by giving you samples of evaluation procedures used in the past. Do not hesitate to use such materials as examples of what you can develop to fit your material.

3. As you plan, your thinking will naturally flow in terms of evaluation. Note these ideas. Experience will show that those ideas which seemed to be important can be replaced very soon by other ideas of apparently equal importance and the former forgotten.

4. Be flexible. As you move through the work, a more appropriate assessment tool may be found. Do not hesitate to change for the sake of improvement.

5. Be careful about the directions you give to students concerning their evaluations. Students should be told as they begin new material just how they will be evaluated. As you develop evaluative material, think step-by-step through the classroom procedure in using that material. Anticipate the actions and questions the students might have. Prepare for these in the directions by giving students a sense of security about the evaluation and by developing improved classroom control due to good planning.

6. As you develop paper and pencil tests, remember to consider the ease with which you may be able to grade the papers. You may want to include all your essay questions in one section of the test, and with the objective questions you may want to leave blanks down either the left hand or the right hand margins for the students to fill in the answers. For essay answers, you may request that the students use lined paper and write on alternate lines.

7. The intern should consider the following guidelines when holding parent conferences:

   a. Never hold a parent conference in a classroom when students are there. If students are likely to drop in to gather books, etc., schedule the conference in the school conference room or any office or room scheduled to be vacant. Consider, if the weather is pleasant, holding the conference outside if the school has outdoor tables and benches.

   b. Be prepared with relevant materials. This would include the student's work folder, grade book, anecdotal records, records of projects, etc. Documentation is important.

   c. Be prepared emotionally. Develop the right frame of mind and maintain control of yourself. This does not mean to be aloof and cool; it means that you are in the driver's seat and you should control the direction of the conference.

d. At the beginning of the conference, be warm and cordial. Be yourself. Establish rapport by discussing some things of mutal interest other than the student. Never be hostile and never be antagonistic. Such behaviors are not professional and have no place in parent conferences.

e. Allow the parent(s) an opportunity to freely discuss the issues as perceived.

f. Get to the problem at hand. Often this is difficult for a seasoned teacher and especially so for an intern. You might use such introductory statements similar to:

> "I've been wanting to talk with you in regard to. . ."
> "Johnny may need our help with a problem he seems to be having. . ."
> "I need your assistance. . ."
> "Maybe you could share with me some ideas through which I could help Johnny. . ."

g. Remain calm and unemotional. The intern is the key to the success of the conference. The need for objectivity is paramount. Often parents will be hostile because of their own frustration with the student. Never let yourself be put on the defensive. When the conversation implies such a position, use reflective statements such as:

> "You feel that Johnny hasn't had a fair chance?"
> "You see this as. . ."
> "You feel. . ."
> "You believe that. . ."
> "It appears to you that. . ."

Use of reflective statements will allay a parent's hostility and aggression. Often the parents have no other vent for hostility and the intern must not react personally. Professional behavior will aid in the ultimate solution of Johnny's problem.

h. Eventually, lead the discussion around to your suggested solutions but offer alternatives so that parents can feel free to choose. Parents usually really want your suggestions. It is imperative that the intern has previously planned a solution and alternatives. A parent conference is no time to improvise.

i. Establish a reasonable time to terminate the conference. Do not allow it to pass the point of diminishing returns. If everyone begins repeating, then end the conference. If the parents do not seem to be aware that the end of the conference has come, push yourself away from the table and rise, suggesting that upon their request another conference could be scheduled in two weeks (or a month, etc.). Progress reports each week for a period may help the situation.

j. It is most important to end the conference on a positive, happy note. Say something nice about the student. Possibly, return momentarily to one of the pleasant items with which you initially established rapport. Parents must leave the conference feeling successful and satisfied that any problem has been at least partially solved.

8. Remember that success in teaching your class will depend upon what you know about your students individually. Be careful about accepting second-hand advice and information except from your supervising teacher who will be your greatest source of information. Parents will be a unique source of information about your students, both in what they say and in what they avoid saying.

9. You may feel more comfortable in your first few parent conferences if you role-play through a typical situation with a friend. Parent conferences are rough at first. When you stop to think that a parent conference is sharing time for someone the parent and the teacher (intern) care about, the task becomes less difficult.

10. As you deal with parents, remember to be a professional educator and keep the best interests of the student uppermost in your mind. Always be courteous and understanding with parents; try to give them the benefit of any doubt, remembering that those students with the least amount of school contact on the part of their parents usually are in the greatest need of such contact.

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Case 1-18

Three preparations per day in English were all in a day's work for Suzie Jefferson who was interning in Mrs. Wright's classroom. In her excitement of getting students motivated and preparing materials, Suzie frequently failed to specify her planned evaluation procedures to Mrs. Wright. Knowing the critical nature of the early development of such procedures, Mrs. Wright felt that she must take steps to help improve Suzie's planning for evaluation.

1. Should Mrs. Wright offer specific methods of evaluation?

2. Should she merely indicate the obvious need of such methods to Suzie and expect her to follow through with her own materials?

3. How should the coordinator be involved?

Case 2-18

Les Jenkins, the intern in Coach Leroy's physical education classes, had stated early in his student teaching that all physical education students should receive a grade of "C", no matter what they did. The coach realized someone must change Les' attitude before report cards went out and parents began calling him about their children's grades. When Coach Leroy explained the problem to Les, he was told, "You grade them; I'll teach them."

1. How should he respond to Les?

2. What responsibility does the coordinator have in this situation?

Case 3-18

Mr. Spencer noted that his student teaching intern gave frequent paper and pencil tests and seemed to be planning his entire evaluation strategy on such devices. Since there were a number of students in the class who could benefit from additional kinds of evaluation, Mr. Spencer offered several evaluation alternatives to his intern. The intern insisted on using only paper and pencil tests.

1. How should Mr. Spencer deal with his intern?

2. Should he force the intern to use other evaluation methods?

3. Should he allow him to learn by experience, thus penalizing the students in the classroom?

Case 4-18

Elsie Newhart, the intern in Mrs. Eldridge's first grade, felt that true evaluations of student work were inappropriate. She felt that all reports to the home should indicate only good, positive things. Mrs. Eldridge could appreciate Elsie's point of view, but she felt it necessary to enlarge Elsie's horizons to include those needs which the children had indicated by her evaluative data.

1. Should she attempt to involve the college coordinator and any relevant theoretical materials available?

2. Should she insist that Elsie maintain the established evaluation system?

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Case 5-18

Eleanor Jenkins felt that everything that a child did should be reflected on the evaluation report. During her student teaching, she attempted to record every response, written and oral, and make anecdotal records on each of the third grade children. Mrs. Packard, the supervising teacher, realized that this was ineffective and could not continue. During the mid-point of the term, Eleanor seemed to be wearing down somewhat, but instead of finding a better solution to the evaluation situation, she was beset with guilt feelings, as if she were incompetent. Mrs. Packard was concerned about the immediate problems Eleanor was experiencing, the effect of those problems on her students, and the long-range effects on Eleanor's professional life.

1. How could the supervising teacher help Eleanor?

2. What resources on the college campus might help in this kind of situation?

3. What role should the college coordinator play in resolving this problem?

4. Is there any hope for people like Eleanor? What responsibility does she have to help herself (without further guilt feelings)?

Case 6-18

Seaton Smooth loved his student teaching in the senior English classroom. He was a live wire in the classroom and the students seemed to be progressing nicely. The supervising teacher was satisfied with Seaton's work and the only complaint would have been that Seaton worked too hard.

In an effort to move the students in his classes along as fast as possible and keep them interested, Seaton assigned ten-page compositions to five sections of English classes at the same time. This was done without discussing it with the supervising teacher. When she discovered what had been done, it was too late to revise the work schedule for the students. Seaton was unable to visualize the problem until the day the papers were due and he began grading them. He seemed to get nowhere fast. As his grading took most of his time, his planning suffered and so did his classroom performance. Yet he felt driven to return the compositions on time.

1. How could the supervising teacher help Seaton (aside from grading the papers for him)?

2. Should the teacher take over the class temporarily while Seaton gets back on his feet? Why?

3. What constructive assistance could the coordinator offer?

4. How could this situation have been avoided?

"Children need models rather than critics."

--Joseph Joubert

19

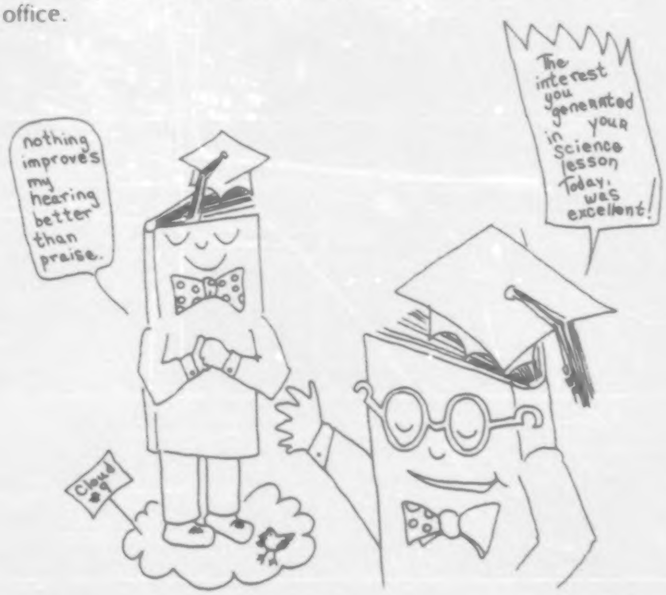
EVALUATION OF THE STUDENT TEACHING INTERN

During student teaching, the intern feels that everyone is watching. Paranoia is sometimes a condition of the internship. What the intern does not realize is that very few are in a position to evaluate the internship. Students are watching, but they are interested only in what will be done to them. Students' parents are watching, but they usually cannot evaluate the intern. They only hope the intern will help their child. Teachers down the hall are watching, but they observe only surface activities. The principal is watching, but the intern should be aware that the principal is also observing many teachers and that the relationship with the intern is only one of many responsibilities. The department chairman or grade chairman may be watching, but these people will depend upon the supervising teacher for basic information before expressing professional opinions on the intern.

Two other major participants remain in the intern's world--the supervising teacher and the college coordinator. Both of these individuals should be involved with the intern in evaluating progress throughout the term. The intern should expect to sit down with the coordinator and supervising teacher at the beginning of the term to review any standard evaluation forms and to discuss those criteria for successful completion of student teaching held by the coordinator and supervising teacher.

It is not sufficient for the intern to be told to "Just go in there and do a good job. I know you'll do fine!" This is the point in their careers that the interns will feel lost. Even an effervescent, enthusiastic intern is probably hiding a multitude of fears about pending evaluations. Direction at this stage of the professional training is imperative for the intern. Responsibilities should be explicitly pointed out.

One method of approaching the initial evaluation conference is for the coordinator and/or supervising teacher to outline the evaluation materials to be handled during the term by all concerned. Frequently, both the college and the school district require final evaluation forms completed by the supervising teacher. Discussing these point by point will aid both the intern and the supervising teacher to bring out related aspects of the intern's responsibility which should be considered. Most colleges expect the supervising teacher to submit a mid-term evaluation. This can serve as good discussion material, both at the beginning of the term and at the time it is being completed to turn in to the student teaching office.


nothing improves my hearing better than praise.
The interest you generated in your Science lesson Today, was excellent!
Cloud #9

The college coordinator has a different sequence of evaluations to complete. in many programs, the coordinator routinely completes an observation sheet each time visits are made to the intern. Arrangements should be made for the supervising teacher and the intern to be given copies of these periodic evaluations. Only general topics such as professional manner, classroom management, lesson preparation, and presentation ability are cited on these observation report forms; of course, space is provided for any narrative comments of the coordinator. It is a great advantage to the intern to discuss this report with the coordinator during the observation visit.

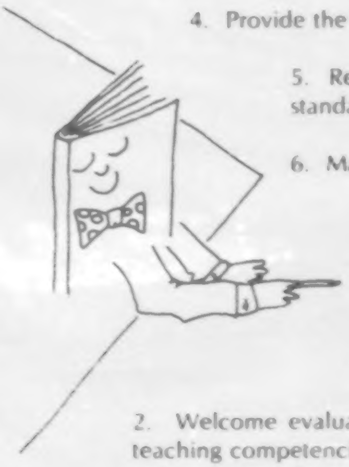
A final evaluation by the coordinator is expected. This report would include a rating of the intern on specific teacher qualities and a comprehensive assessment by the coordinator of the intern's probability of success as a teacher.

Rx for the Supervising Teacher

1. Maintain an on-going evaluation of your intern by developing a schedule. Short, periodic evaluations provide a good record as well as material for conferences with the intern.

2. As the coordinator visits your intern, confer with both of them, sharing your records. Maintain notes of such conferences.

3. Develop an evaluation file on your intern. This file should include samples of the intern's work, lesson plans, daily records, anecdotal records, and personal notes. Ask the coordinator for copies of the periodic observation evaluations for your file.



4. Provide the intern with evaluation opportunities and record these in your file.

5. Remember the value of positive reinforcement. Emphasize to your intern the high standards you expect.

6. Maintain evaluation dialogue with your intern constantly throughout the term.

Rx for the Intern

1. You are student teaching in order to learn how to teach. Do not feel that you must demonstrate teaching competence to any great degree initially. You are here to learn.

2. Welcome evaluation from your supervising teacher as you daily strive to develop appropriate teaching competencies in your classroom.

3. Feel confident in yourself and in your teaching ability. Readily develop a style of teaching that is comfortable for you. Seek evaluative comments from your coordinator and supervising teacher and build upon them in developing your personal style.

4. Spend as much time as possible discussing with your supervising teacher and coordinator just what they expect of you. Ask them to be specific; you have sufficient "worry material" during student teaching without their intangible generalizations about evaluation.

5. Self-evaluation is important during student teaching. As you begin to openly analyze your objectives during student teaching, you will already have begun an important professionalization process. Honest self-appraisal is a real asset to any teacher.

Case 1-19

Jessica disagreed with the mid-term evaluation which Mr. Smiley, her supervising teacher, had written on her. Jessica called the coordinator to see what could be done. She explained to the coordinator that she had received a low mark on the preparation of lesson plans, but that Mr. Smiley had said she could use his lesson plans and need not write her own.

1. Should the coordinator call Mr. Smiley?

2. Should Jessica grin and bear it and begin writing lesson plans no matter what Mr. Smiley said?

3. Should she discuss this with the principal?

Case 2-19

Tim's coordinator gave him a low evaluation mark in instruction and classroom management when in fact Tim had precisely copied the supervising teacher's methods. Unaware of this, the coordinator gave Tim and the supervising teacher a copy of the evaluative report which cited the methods used as ''unimaginative, dull, and out-dated.'' The supervising teacher became agitated and vented her frustration on Tim. Poor Tim!

1. Should he call the coordinator?

2. Should he agree with the coordinator and tell the supervising teacher so?

3. Should he ask for permission to use different methods and techniques?

4. Should he drop out of school?

Case 3-19

Marilyn was a beautiful young woman who was excited about being a teacher. Her supervising teacher, Miss Stone, was nearly the same age and they became good friends as the student teaching wore on. In fact, they became such good friends that Miss Stone realized too late that her suggestions were meaningless to Marilyn. The mid-term evaluation was soon due and in all professional fairness Miss Stone was aware that she needed to give Marilyn a below average rating in some performance areas. Determined to be professional, she attempted a serious conference with Marilyn, who at first seemed surprised and then countered with "But I thought you were my friend!"

1. How could Miss Stone help Marilyn?

2. Should Marilyn be transferred to another classroom?

3. How could the involvement of the grade chairman or the department chairman assist Miss Stone?

Case 4-19

Cecil was a 6'5", 240 pound intern in physical education. He was getting his teaching degree in the off seasons while playing for a major league football team. During student teaching, his supervising teacher felt that Cecil was trying to get by on the waves of his popularity. His classes frequently were "rap" sessions about professional football. Cecil was insulted when the supervising teacher suggested they preview the evaluation forms.

1. How could the supervising teacher help Cecil to develop the same desire to do as well in teaching as in foolball?

2. Should he convert the evaluation forms to a score sheet with penalties, completed passes, field goals, and touchdowns?

3. Would such a conversion be worth the effort?

4. What part should the coordinator play?

Case 5-19

Manley Strong was about mid-way into his student teaching when he realized that his evaluation at the end of the term would be concerned with many activities he had not planned or worked with. He felt, however, that what he was involved with in his high school music classroom was appropriate for a teacher of music. He and his supervising teacher also agreed that a number of teacher activities required by music teachers were not included on the evaluation form.

1. What other form of evaluation could be utilized for the student teaching experience?

2. How should the coordinator be involved in developing additional evaluation material?

3. How could the supervising teacher determine the acceptability of any additional evaluation materials?

4. Should both the student teaching intern and the supervising teacher forget about new approaches and just turn in the standard form half-heartedly?

Case 6-19

Margaret Neely was at the end of her student teaching in shorthand class. She had enjoyed the high school students she had worked with and had accomplished quite a bit with them. Her supervising teacher was very proud of her and insisted that she get an "A" in student teaching. The college coordinator disagreed and felt that Margaret was closer to average and should get no higher than a "B."

Since the two individuals had to agree on the grade for the student teaching assignment, a decision had to be made for grades were due to be turned in immediately.

1. Whose responsibility is it to work out a solution?

2. Should the supervising teacher's grade suggestion have more weight than the coordinator's? Why?

3. How should Margaret be involved in this decision?

4. How should a coordinator and a supervising teacher avoid the development of such a situation?

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> **"The direction in which education starts a man will determine his future life."**
> **–Plato**

20

GENERAL INTERNSHIPS IN EDUCATION

Since there are a number of positions in education that are outside the classroom per se, the need exists for experience and training in these positions for future educators. During the first half of this century, the word educator meant the classroom teacher. In the modern United States, the word educator labels a wide range of professionals who deal with training and teaching during many phases of life.

The job classifications within the school other than that of a classroom teacher include: the librarian or media specialist, the guidance counselor, the school psychologist, the school nurse, school social counselor, and others. In addition to these school related occupations in education, social service organizations and industry require professionally trained individuals to serve in teaching roles either as program directors or as staff members.

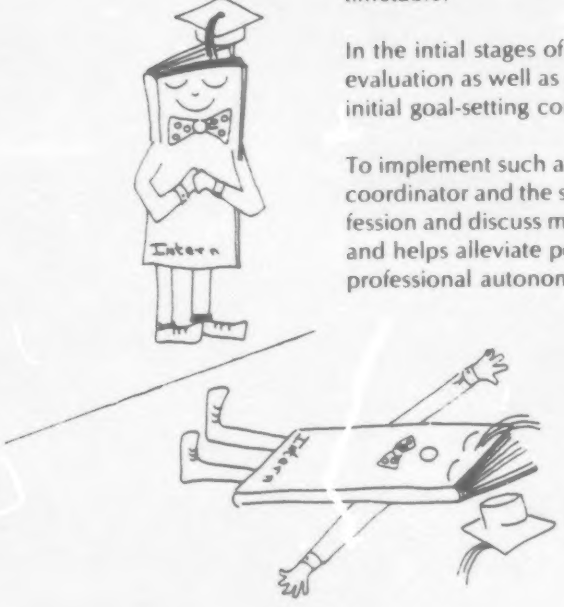
Schools and agencies that hire professionally trained men and women in these positions expect their new employees to have developed some level of skill in practical experience as a part of their college experience. This necessitates the development of a variety of internships. Although a number of programs such as those in guidance, counseling, and school psychology usually have internship programs firmly established, many colleges are moving toward the development of innovative programs of additional internships. The development of these programs has led a number of supervisors to begin asking questions relative to specific purposes and procedures. Whether an intern is working with Boy or Girl Scouts in a community setting or with the media specialist in a school setting, many of the same conditions should be met and some of the problems faced will have similarities.

The most important topic in such an internship is that of a common understanding of purpose. The objectives should be written as well as discussed by the supervisor, the college coordinator, and the intern as a group. Prior to the internship, the student will probably have pursued the subject with others who have already completed such training. The purpose of writing the objectives is clarity from each of these three points of view.

At the beginning of the internship, as the objectives are being discussed, it is important for the three major participants to develop a schedule of involvement for the intern for the term. It is not sufficient to wait until the intern is "ready." A schedule for involvement should be made and followed. During this planning, it should be understood by the three parties that at any time the intern can move ahead of the plan but should not fall behind the timetable.

In the intial stages of the term, the intern should be counseled on the method of the final evaluation as well as evaluation continuing throughout the term. This should be part of the initial goal-setting conferences.

To implement such an experience for an intern, whether in YMCA or guidance, the college coordinator and the supervisor should involve the intern in situations with others in the profession and discuss mutual problems. This type of association increases the experience base and helps alleviate personal fears of inadequacy while helping the intern to realize greater professional autonomy.



The internship should be planned so that the intern would experience as broad and intense an experience as possible. Time spent in reality's training ground should be a time of building a professional background of information, developing procedures and habits conducive to success, and learning to work well with people and materials in this particular phase of education.

One by-product of the development of a wide circle of professional acquaintances is that the intern is more capable of finding a job after graduation. A final task of the coordinator and the supervisor is that of assisting the intern to investigate methods of entering the job market.

Rx for the Supervisor

1. To the degree that your intern is placed in an unusual situation, anxiety will develop equal to the situation. If you can guide the intern as early as possible after placement to discuss the training with others who have engaged in the same program, you will help alleviate some of this anxiety.

2. The intern will experience confidence by learning to plan with you. Setting goals for the term should be one of your initial activities together. Good planning, or lack of it, can mean success or failure.

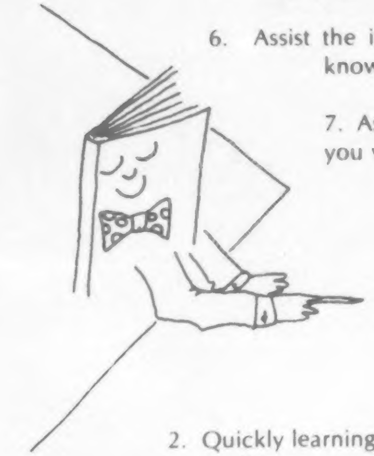
3. It is essential that you utilize conference situations routinely and that you discuss problems as well as successes as they develop.

4. Communication is extremely important. Time numbs enthusiasm for the successes and seems to lessen the need for improvement of the failures.

5. Give your intern the positive reinforcement and constructive criticism that he needs to develop fully.

6. Assist the intern in meeting people in your field in order to develop a wide circle of knowledgeable professional friends.

7. As you plan and execute your responsibility during the term, train this intern the way you would want him or her to be trained if you were going to hire this person.



Rx for the Intern

1. Today's educational programs require specialists across a wide spectrum. It is especially important that you begin your career as well trained as possible because you may be a one-of-a-kind individual in your school, social service setting, or business/industrial organization.

2. Quickly learning what to do and how to do it is imperative because once you leave the internship, you will be on your own without the ready advice of your supervisor.

3. Consider as many potential problems as possible and discuss these and their solutions with your supervisor and college coordinator. This will increase your confidence throughout the term and give you a wider experience base when you have a position of your own.

4. Remember that your internship places you in much the same kind of position as the full-time staff members with whom you will be working.

5. Eagerly seek professional friendships with others in your field, using these people both as resource people for your own learning and as references to your employability following graduation.

Case 1-20

Donald was serving an internship with the YMCA. His current assignment was working with nine-year-olds in T-ball. Don enjoyed working with that age youth and was enthusiastic about the training and games. He balked, however, at working with parents. His supervisor knew that relating to parents on a positive basis was essential to Donald's career in recreation.

1. How could he best help Donald?

2. Should he suggest an elective course in human relations?

3. If Donald refused to try to work with parents, what alternative did the supervisor have?

Case 2-20

Pamela was assigned to Mrs. Harkins' library as a media specialist intern. Pamela was a bright, capable student and enjoyed working with books, materials, and children. She immediately showed an adeptness in cataloging, making out book orders, and working with details. Mrs. Harkins felt that Pamela held great professional promise. However, one part of Pamela's behavior bothered Mrs. Harkins. Pam did not socialize with the other teachers. She never went to the teachers' lounge; she brought her own lunch and ate alone in the library. Mrs. Harkins felt that Pam needed the socialization with the teachers but after Pam refused several invitations to the school cafeteria, she felt at a loss. She even considered a faculty tea in the library, but she thought that might be too obvious an effort to force Pamela to socialize.

1. How could she best cope with Pamela's problem?

2. Should she just ignore it?

3. Is it necessary that Pamela be socially adjusted in order to become an adequate professional media specialist? Why or why not?

Case 3-20

Mr. Smith, the high school guidance counselor, agreed to take an intern and Phil was assigned by the college. Phil was an enthusiastic young man, socially adept and very interested in helping young people, especially the high school girls. Although Phil had not yet been assigned personal counseling, Mr. Smith discovered that Phil was having rather intensive, private counseling sessions with a few of the high school girls. Realizing this endangered Phil's internship and his professional future, Mr. Smith knew something must be done; he called the college coordinator who came to the high school for a three-way conference with Phil and Mr. Smith.

1. What alternatives should have been offered?

2. As school principal, what would have been your attitude?

3. What action should be taken?
    a) By Mr. Smith:

    b) By Phil:

Case 4-20

Lisa and Maggie were selected by a local industry to serve jointly as interns in educational program development. Equal responsibility was to be shared by the two, but as it turned out, Lisa did most of the presentations. All the work was well done, but their supervisor, Mr. Allison, felt he was doing the young women a professional injustice by not enforcing the shared responsibility.

1. Should he allow Lisa and Maggie to continue as they were?

2. Should he insist that each perform equal amounts of both kinds of work?

3. Would it be acceptable for him to say nothing and just let them serve their time?

Case 5-20

Gary Milhouse had worked as a recreation officer with a correctional institution prior to college. For his internship, he had asked to be placed in a youth services project. This placement worked out well initially, The service officer was delighted to have Gary work with them since he had such a natural talent for working with youth. However, with the passage of time, his supervisor noticed that Gary became more and more authoritative. Upon closer scrutiny, the supervisor became aware that Gary was going beyond the bounds of his responsibility in the internship. One of the main concerns of the supervisor was the liability of the service office, not necessarily a criticism of Gary for it seemed the work Gary was doing was needed and well done.

1. Should the supervisor speak to Gary about this? What action should be taken to protect the service office clients?

2. How could the coordinator tactfully work with Gary in setting appropriate limits to his activities? Should such limits be set?

3. Would the supervisor be safe to ignore the situation until a client complained?

4. How could doing the extra work possibly bring harm to Gary or to the youth service program?

> **"Ideals are like the stars; we never reach them, but like the mariners of the sea, we chart our course by them."**
>
> **--Carl Schurz**

21

CERTIFICATION

Becoming certified to teach is one of the last major steps a teacher-to-be takes in his career preparation; it is a part of the final process of becoming a professional educator.

Consideration of the certification process should occur as the teacher trainee first begins the college program. However, since most students are not aware of or concerned about the certification process until graduation, the term of student teaching is a good time to take a long look at the process. No national certification to teach currently exists and requirements vary from state to state.

Although some states require a degree in each area in which a new teacher is to be certified, many states bestow certification upon application following the completion of state department of education approved teacher education degree programs. Some states allow additional areas of certification to be added by a person utilizing the "course counting" method. That is, in addition to the initial certification covered by the degree in the approved program, an individual can take specific courses for a specified number of hours and can be certified to teach that subject also.

At last! I'm certified as well as qualified!

Some states require, in addition to a bachelor's degree, specific activities such as competency tests and extended internships. There are states, such as Alabama, Georgia, Florida, New York, North Carolina and Oklahoma, that have developed their own tests while other states (Louisiana, Mississippi, Tennessee, and West Virginia) require the National Teachers Exam. (For testing schedule and information, write: National Teachers Exam, Educational Testing Service, Box 911-P, Princeton, N.J. 08541)

If a teacher-to-be is otherwise qualified and applies to be certified in a state requiring either a test or extended internship, that state department of education usually will grant a temporary certificate under which the graduate can teach, giving a certain amount of time during which the test may be passed. It is possible, and practical, for the extended internship requirement to be satisfied by actual on-the-job classroom teaching.

If the student teaching interns plan to teach within the state where they are trained, the college will probably furnish certification information regularly throughout the training program. In some states, the Department of Education automatically awards the appropriate certificate to graduates of the state-approved teacher education degree programs. In other states the graduate must present an application and transcript to the Department of Education.

Students who graduate in one state and apply for certification in another should be aware that the state in which certification is sought will probably write to the graduating institution for an institutional recommendation.

A student teaching intern can easily become confused with certification information, and, for that reason, it is important to know whom to ask for information. The intern should be clear about what questions he wants answered and may want to actually make a list such as the following:

I. What is the appropriate source of certification information?

II. What are the requirements for certification in the state in which I want to be certified?

  A. Will my bachelor's degree satisfy all the certification requirements?

  B. Does my state participate in the Interstate Agreement in which member states agree to certify those who complete state approved teacher education degree programs in other member states? (These states currently include: Alabama, Alaska, California, Canal Zone, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Indiana, Kentucky, Maine, Maryland, Massachusetts, Nebraska, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Utah, Vermont, Virginia, Washington, and West Virgina)

  C. Does my institution belong to the National Council for Accreditation of Teacher Education? (National accreditation program for college and university teacher education programs.)

  D. Can I be certified in a related area of study by "course counting" and taking additional course work without an additional degree?

  E. Is a competency test required in my state? If so, should I take it before, or after, graduation?

  F. Is an extended internship required in my state? If so, can I work this off while I teach on a temporary certificate?

III. What about the actual certification process?

  A. To whom do I apply?

  B. When do I apply?

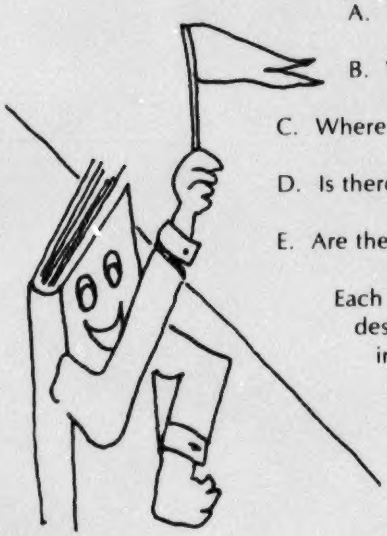
  C. Where do I get my application?

  D. Is there a fee? How do I pay? To whom?

  E. Are there any other papers I need to send with my application?

Each college or university with a teacher training institution will have a person designated as the Certification Officer, and it is to this person that the student teaching intern should direct specific questions. An excellent book covering certification requirements in each of the fifty states and the United States possessions and territories is:

Woellner, Elizabeth H. *Requirements for Certification for Elementary Schools Secondary Schools, and Junior Colleges (45th Edition).* Chicago: The University of Chicago Press, 1980.



Your college library reference section may have this text; ask the librarian.

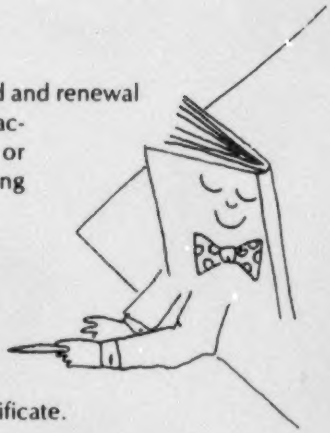
For more detailed information about certification in any state, write the Department of Education in that state. (See Table I)

TABLE I

SOURCES OF CERTIFICATION INFORMATION

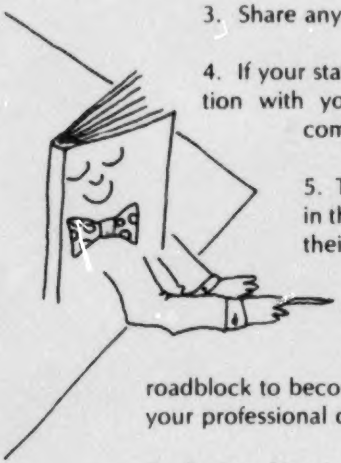
STATE	ADDRESS
Alabama	State Department of Education, Montgomery 36130
Alaska	State Department of Education, Alaska Office Building, Juneau 99811
American Samoa	Department of Education, Pago Pago, Tutuila 96799
Arizona	State Department of Education, Phoenix 85007
Arkansas	Department of Education, Little Rock 72201
California	State Department of Education, Sacramento 95814
Colorado	State Department of Education, Denver 80203
Connecticut	State Department of Education, P.O. Box 2219, Hartford 06115
Delaware	State Department of Public Instruction, Dover 19901
Florida	Department of Education, Tallahassee 32301
Georgia	State Department of Education, Atlanta 30334
Guam	Department of Education, P.O. Box DE, Agana 96910
Hawaii	State Department of Education, P.O. Box 2360, Honolulu 96804
Idaho	State Department of Education, Boise 83720
Illinois	State Department of Education, Springfield 62777
Indiana	State Department of Public Instruction, Indianapolis 46204
Iowa	State Department of Public Instruction, Des Moines 50319
Kansas	State Department of Education, Topeka 66612
Kentucky	State Department of Education, Frankfort 40601
Louisiana	State Department of Education, P.O. Box 44064, Baton Rouge 70804
Maine	Department of Educational and Cultural Services, Augusta 04333
Maryland	State Department of Education, Baltimore 21201
Massachusetts	State Department of Education, Boston 02116
Michigan	State Department of Education, P.O. Box 30008, Lansing 48902
Minnesota	State Department of Education, St. Paul 55101
Mississippi	State Department of Education, P.O. Box 771, Jackson 39205
Missouri	Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City 65102
Montana	State Office of Public Instruction, Helena 59601
Nebraska	State Department of Education, P.O. Box 94987, Lincoln 68509
Nevada	State Department of Education, Carson City 89710
New Hampshire	State Department of Education, Concord 03301
New Jersey	State Department of Education, Trenton 08625
New Mexico	State Department of Education, Sante Fe 87501
New York	State Education Department, Albany 12234
North Carolina	State Department of Public Instruction, Raleigh 27611
North Dakota	State Department of Public Instruction, Bismarck 58501
Northern Mariana Islands	Commonwealth of the Northern Mariana Islands, Department of Education, Saipan, CM 96950
Ohio	State Department of Education, Columbus 43215
Oklahoma	State Department of Education, Oklahoma City 73105
Oregon	State Department of Education, Salem 97310
Pennsylvania	State Department of Education, Harrisburg 17126
Puerto Rico	Department of Education, P.O. Box 759, Hato Rey 00919
Rhode Island	State Department of Education, Providence 02908
South Carolina	State Department of Education, Columbia 29201
South Dakota	Department of Education and Cultural Affairs, Pierre 57501
Tennessee	State Department of Education, Nashville 37219
Texas	Texas Education Agency, Austin 78701
Trust Territory of the Pacific Islands	Saipan, Mariana Islands 96950
Utah	State Office of Education, Salt Lake City 84111
Vermont	State Department of Education, Montpelier 05602
Virginia	State Board of Education, P.O. Box 6Q, Richmond 23216
Virgin Islands	Department of Education, P.O. Box 630, Charlotte Amalie, St. Thomas 00801
Washington	State Department of Public Instruction, Olympia 98504
West Virginia	State Department of Education, Charleston 25305
Wisconsin	State Department of Education, Madison 53703
Wyoming	State Department of Education, Cheyenne 82002

It is essential for a student teaching intern to realize that certification is for a limited period and renewal requirements vary from state to state. Keeping a certificate is important, too. Various infractions of criminal and civil law as well as state school board rules can lead to suspension or revocation. A number of states routinely check for revocation in other states prior to issuing the initial certification.



Rx for the Supervising Teacher

1. Firsthand information is often the best, and it is important that you discuss certification with your intern.
2. Feel free to relate how you became certified as well as how you renew your certificate.
3. Share any special problems relative to certification that fellow teachers have experienced.
4. If your state requires the development of certain classroom competencies, share this information with your intern and assist him/her in the development and improvement of these competencies.
5. Try to assure your intern that the purpose of certification is to insure that the students in the classroom have qualified teachers who are knowledgeable, trained, and worthy of their respect.



Rx for the Intern

1. As you begin to consider certification, you may decide that just one more roadblock to becoming a teacher has been put in your path. The purpose of certification is to help in your professional development; try not to be discouraged.
2. Begin asking questions about certification early.
3. Find the appropriate person on campus or in the school district in which you are student teaching and keep yourself up to date on certification requirements you must meet and on any impending changes. Promptness will pay off. Do not be shy or assume that someone will tell you when the time is right. Someone probably will; do not wait for that, however.
4. Accept your professional responsibility early and know what is expected of you. If you do not know the answers to the questions given above, find someone who does know.
5. Ask a qualified person so that you can be assured of factual information. You will be more comfortable in your interning classroom if you are confident about your certification process.

Case 1-21

Nellie Jones was unaware that certification was a part of her professional preparation until her supervising teacher referred to it one day in conference. The supervising teacher was surprised that the process had not been covered in Nellie's courses at the college. Knowing that Nellie needed the information about obtaining a certificate to teach as soon as possible, the supervising teacher considered suggesting that Nellie visit the school district personnel office.

1. Should she call the college to find the name of the Certification Officer, or should she leave this up to Nellie?

2. How could she suggest that this kind of information be included in the methods courses prior to student teaching?

3. What action should she suggest Nellie take?

Case 2-21

Hal Brooks was working toward a teaching degree in English and was student teaching in the high school. Someone had told him that if he took twelve semester hours in speech and drama he could be certified in speech. He felt this would be a professional asset and improve his marketability when he went job hunting. He could not remember who had given him the figure, and he felt a vague need to find if he could really add speech and drama to his certificate. In sharing this need with his supervising teacher, he was told "Oh, you don't need anything but English!" He relayed this to his coordinator who felt the need for tactful counseling as he did not want to come between the supervising teacher and the intern.

1. Should the coordinator share with both the intern and the supervising teacher the name of the College Certification Officer?

2. What other steps could be taken to improve the situation?

Case 3-21

Mr. Kaiser was concerned about the professional attitude of his student teaching intern, Bobby Shoemaker. It seems that Bobby had discussed certification requirements with the campus Certification Officer and had found that, with the addition of a few courses here and there, he could be certified in math, science and social studies, as well as in his major--industrial arts. Bobby was interested in pursuing as many certifications as possible. Mr. Kaiser's concern was that, although Bobby may have the certification, he would not really be prepared to teach all those subjects.

1. Should he voice his objection to Bobby?

2. Did Mr. Kaiser have the right to object to Bobby's plan?

3. What routes were available to Mr. Kaiser to voice his professional concern?

Case 4-21

June Major, student teaching in Mrs. Crumpton's first grade was excited about teaching and about getting her own classroom to work with, following graduation and certification. Uncle Sam had other plans, however; he transferred June's husband to a military base in Eurpoe. Although no problems arose about the graduation date, June was unable to decide whether she should apply for certification before she left for Europe.

1. Should she wait until they were transferred back to the States?

2. Suppose the requirements changed in the interim?

3. Would she want to teach on the base in Europe?

4. Would she need certification from the Department of Defense Dependent Schools or from the state she was living in at the the time of transfer?

5. Mrs. Crumpton felt unable to help answer these questions. To whom should she refer June?

Case 5-21

Nancy Bassett loved teaching. Her student teaching had been a successful experience and she was looking forward to her first job in a high school home economics class. After looking through the openings in home economics across the country, she decided to take a position with a high school in a neighboring state. During her interview with the school administrator, her certification was discussed. For the first time, Nancy realized that her home state certification would not be sufficient in the state in which she wanted to teach. She was perplexed. At this point in her life, she had completed a college degree in teacher education and fulfilled what she thought were all the requirements for her to become a teacher. With disappointment in her heart, she considered the alternatives.

1. How could Nancy become certified in the state in which she wished to teach?

2. Would her "new" state require a teacher certification test? How could she find out?

3. Would there be a probationary period for her to teach prior to her receiving a regular certificate in that state?

4. Was it worth the effort? So much paper work was involved, should she just wait in line for a job in her home state?

5. How could Nancy's dilemma have been solved earlier in her college program?

Case 6-21

James Creighton was proud of being a teacher and was enjoying student teaching physics. He felt that teachers should be as well prepared as possible for their noble profession. During his student teaching, he became aware of a teacher on the faculty who had been hired primarily to coach football but also to teach a few classes in math. The coach had laughingly said that he had no certification in math and did not intend to get one, that he had a winning football team and that was what really counted. Paul was astounded that the administration would allow such.

1. With whom should James discuss this problem?

2. What, if anything, should he try to do about it?

3. How should the coordinator and the supervising teacher respond to James' complaints relative to this situation?

4. How would you react under the circumstances?

> **"Life is more pleasant when you have something to look forward to."**
> **--Charlie Brown *(Peanuts)***

22

JOB PLACEMENT

Most education students are contemplating a future in teaching. In fact, the task of finding a teaching position at the completion of their education degree program is uppermost in the minds of the majority of these education majors.

The college placement office is a potential resource in finding a teaching position. Personnel in this office will provide insight into such things as supply and demand trends, suggested ways of making applications, recommended interviewing techniques, information about various school districts, and a listing of specific teaching vacancies. Computers which streamline services are being installed in many placement offices.

There will always be a market for good teachers. The difficulty of finding a job, of course, will vary depending upon a number of factors. One important factor is the school record of each candidate. These records are summarized in sets of credentials which are housed in the Placement Office. These credentials include a summary of grades, references from supervisors, professors, etc., and other information requested by hiring officials. It is most important that education majors and teachers in the field keep their credentials up to date. A hiring official will seldom employ a teacher without first seeing the credentials.

The letter of application is usually the first contact between teacher candidates and hiring officials. These letters are usually one page and include information such as application request, name, address, phone number, date of graduation, present or prospective certification including areas qualified to teach, reasons for interest in school district, and availability for interview. They should be sent to superintendents of schools or personnel directors, whoever is responsible for the screening of teacher candidates.

I've got a job!
I've got a job!

Great care should be taken with the letters of application. Sloppy erasures, misspelled words, or poorly constructed sentences will usually result in elimination of consideration for employment. (The supervising teacher makes a good proofreader and advisor for these letters.) After receiving the letter of application, the personnel office will usually respond by sending an application form with a request to complete and return.

Since student teaching normally takes place at the end of college training, it is likely that interns will be invited for interviews during this period. These interns must remember that their first responsibility is to their pupils and classroom. Any interviews scheduled during the school day must be with complete knowledge and approval of the school principal, supervising teacher, and college coordinator and should be done infrequently.

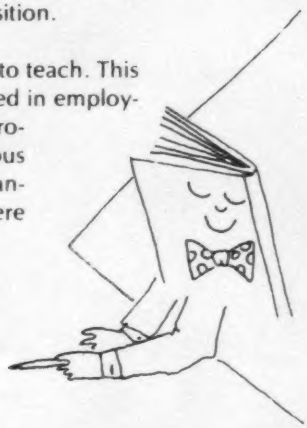
After applications have been sent to the personnel office, the next step is to make contacts with various principals. Principals usually have the major responsibility for hiring of their teachers. A personal resume should be left with principals with whom the candidates wish to have an interview. These resumes should be short (1 or 2 pages) and should present a candidate's best features. A resume contains the following information: name, address, phone number, professional objectives, educational background, work experience, extra-curricular activities, hobbies and interests, military service, related professional experiences (if any), and references.

Teacher candidates have found that one of the best methods of obtaining employment is through substitute teaching. This cannot take place during student teaching but can be done before and after. Successful substitute teaching experiences can definitely pay dividends as far as obtaining full-time employment.

All of the above-mentioned contacts will be to no avail if a candidate does poorly during interviews. This one-to-one conference is crucial. The importance of such things as promptness, proper dress, good questions, effective eye contact, good listening ability, noted enthusiasm, and overall ability to "sell" oneself cannot be overemphasized. Hiring officials can be quite selective, and therefore it is imperative that candidates present themselves in the best possible way.

Availability and willingness to go where jobs develop is also a big factor in being selected. At any given time, there are teaching vacancies in large metropolitan areas as well as in remote rural areas. Good candidates who are available to move around should have little difficulty in finding a teaching position.

Teacher candidates sell themselves short at times. They feel that they are prepared only to teach. This is not true! In fact, many businesses, industries, and governmental agencies are interested in employing good teacher candidates, regardless of their major areas. The necessary training programs are provided after employment. Successful teacher candidates can have numerous opportunities for employment in areas other than actual teaching if they desire. Each candidate should consider this possibility, and, if interested, make the necessary contacts. Here again the placement office can assist.



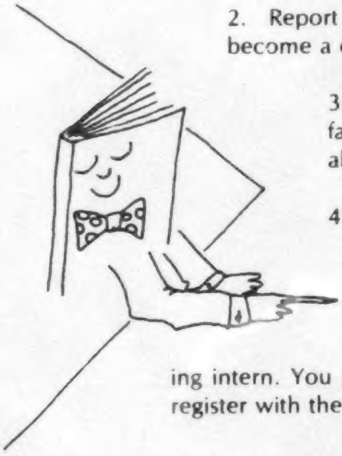
Rx for the Supervising Teacher

1. Take an interest in your intern's concerns about finding a teaching position. If you are working with topnotch teaching prospects, you can make a contribution to the education profession by making employment contacts for them.

2. Report the successes of your intern to your principal. If you feel this intern would become a definite asset to your particular school, make this known to your principal.

3. The references you write for your intern will be your most important contribution as far as job finding is concerned. Accentuate the positive but at the same time be honest about your intern's potentialities.

4. Encourage your intern to make contacts for employment. Finding a teaching position is very difficult in certain geographic areas and will require an all-out effort.



Rx for the Intern

1. Register with your placement office prior to becoming a student teaching intern. You probably will have little time for such things after student teaching begins. Not only register with the placement office but use its services.

2. Become acquainted with all the principals in the schools where you are doing field work. Express your interest in employment to the principal of the school where you are student teaching. Even though there might not be vacancies in that particular school, the principal meets periodically with other administrators who may know of vacancies.

3. Make applications for employment early. One does not have to complete college work before applying for a job.

4. Be very careful in the preparation of your letters of application, school district applications, and personal resumes. Brevity and careful proofreading are two necessities.

5. Use your supervising teacher as a reference. Hiring officials are most interested in this particular reference.

6. Prepare for your job interviews just as you would plan for a teaching lesson. It is a must that you project yourself at your very best. In preparing for these interviews, consider the following:

   a. Have good questions in mind. This shows interest and concern on your part.

   b. Arrive at your interviews on time; in fact, it is best to be early. If you are late for interviews, you would probably be late for school as a teacher.

   c. During the interviews, try to put across what you could do for the school district if you were employed. Special talents and interests should be mentioned.

   d. Be a good listener; you will get your chance to talk.

   e. At the close of the interview, be certain to inquire about the next step. Will you be contacted or should you check back periodically? Some hiring officials consider it showing a lack of interest if you do not keep in contact.

   f. Write the interviewer a letter expressing thanks for the interview. Reaffirm your interest in the job.

   g. Do not settle for one interview; keep making contacts.

**The
University
of
West
Florida**
Pensacola, Florida 32504

Center of Cooperative Education and Placement Services
(904) 476-9500
Ext. 2254
2259

MEMORANDUM

TO: Graduating Education Majors

FROM: Ray Thrift
Placement Services

SUBJECT: The Job Search

Congratulations for making it this far. Don't blow it now! Start early to develop your after graduation employment plans. As you should be well aware, the employment situation for certain education graduates does not look good.

Timing can be very important in your job search. If you are graduating at the end of the spring or summer semester, you should begin your job search during the fall prior to graduation. If you are graduating at the end of the fall semester, you may want to delay your application procedure until mid-September. This allows the school systems to complete their fall hiring procedures before they receive an application from you, since you will not be available for employment until January of the next year.

The first step in your job search should be the submission of a completed employment application to each school system in which you have interest. There are educational directories from most states available in the Placement Services Library - Building 19. Once you have submitted a completed application, be sure that a copy of your Teacher Credentials File is forwarded to the school system. Forms to establish this file are available in the Placement Services Office.

The most important thing that you can do to secure employment as a teacher is to make personal contacts with principals. They are the people who need the teachers. Take a resume with you so that the employer has something to remind them of you. Don't overlook substituting as a very effective way to secure fulltime employment as a teacher.

Placement Services has a number of resources that can be of assistance to teacher candidates. Be sure that your job search includes a visit to our office.

We wish you the best of success in your endeavors.

An Equal Opportunity/Affirmative Action Institution

Case 1-22

Student teaching was drawing to a close for Richard, an intern assigned to a middle school. He had begun his last two weeks of full-time teaching and was progressing very well. One of Richard's fraternity brothers received an offer to teach in a nearby community. Suddenly, Richard appeared to lose interest in his student teaching and began leaving school early in order to contact principals concerning employment.

Richard's supervisor was quite upset. The last two weeks were crucial for the "rounding out" of Richard's student teaching experiences. The time at the end of the day after the students left was needed for necessary revision of plans.

1. What steps should the supervising teacher take to revitalize Richard's enthusiasm previously shown to his teaching assignment?

2. If a change in attitude does not take place, should Richard be allowed to pass his student teaching? Explain.

3. Should the coordinator be called?

4. Should the supervisor assist in helping Richard find a teaching position?

Case 2-22

Anne is a second-semester intern assigned to a high school English classroom. She was very concerned about finding a teaching position for the following school year. Anne had been successful in her student teaching and her supervisor was quite concerned about her finding a job. She suggested that Anne register with the college placement office and was surprised at Anne's response: "I prefer to get my own job! Help from the placement office isn't needed."

1. Should the supervisor drop the matter or discuss this further with her?

2. How can she convince Anne that placement is a lifetime service?

3. Why do you think Anne had this attitude about getting a job without any assistance from the placement office?

Case 3-22

John had completed his student teaching assignment in a fifth grade classroom. He was interested in setting up his placement credentials and was in the process of obtaining references. John refused to get a reference from his supervising teacher. He was successful in his student teaching, but was afraid that his supervisor would give him a poor reference. John and his supervisor did not have close communication, and he really did not know where he stood. His source of references was his decision.

1. What should be his coordinator's advice concerning this matter?

2. What chance would John have to get a teaching position without a positive reference from his supervising teacher?

3. Would a negative reference from his supervising teacher keep him from getting a job?

4. Should John contact the placement office?

Case 4-22

Betsy completed a successful student teaching experience in a third grade classroom. She worked very well with her third graders but always felt ill at ease around adults. At the final conference with her supervising teacher and coordinator, the topic of employment came up. The supervising teacher brought up the point that Betsy might not be successful with personal interviews because of her bashfulness. Betsy agreed and asked if there was anything she could do in order to have a successful interview.

1. What suggestions could the coordinator and supervising teacher give Betsy?

2. Would mock interviews be helpful? If so, how could they be arranged?

3. Could a person as bashful with adults as Betsy be happy and successful as an elementary teacher?

Case 5-22

Jan Michele was very concerned about the possibility of getting a job in the high school where she was doing her student teaching. She was assigned in business education and was doing a very good job according to her supervising teacher.

A vacancy for a typing and shorthand teacher developed at another high school in the district, and Jan Michele thought this was her chance. She scheduled an interview with the principal to discuss this vacancy. The interview went well until the principal asked what questions she had about a job. Jan Michele drew a blank; she could not think of one question to ask. She was afraid that the principal considered this to show a lack of interest on her part.

1. Do you think the principal would eliminate Jan Michele as a candidate because she had no questions?

2. Give examples of appropriate questions she might have asked.

3. What follow-up procedures could Jan Michele take to show her interest in the vacancy?

Case 6-22

Dan was in his next-to-the-last week of student teaching in an eighth grade mathematics assignment. He was quite elated when he was offered a job to teach in a nearby community, 20 miles away. It was his hope that he would be permitted to complete his student teaching in the school where he would be teaching. He made this suggestion to his supervising teacher who did not think it was a good idea at all. Dan decided to call his college coordinator.

1. Was Dan's request unreasonable?

2. Why would the supervising teacher veto Dan's request?

3. Would there be any problems in transferring to another school district for the final days of his student teaching?

4. How should the coordinator react to Dan's predicament?

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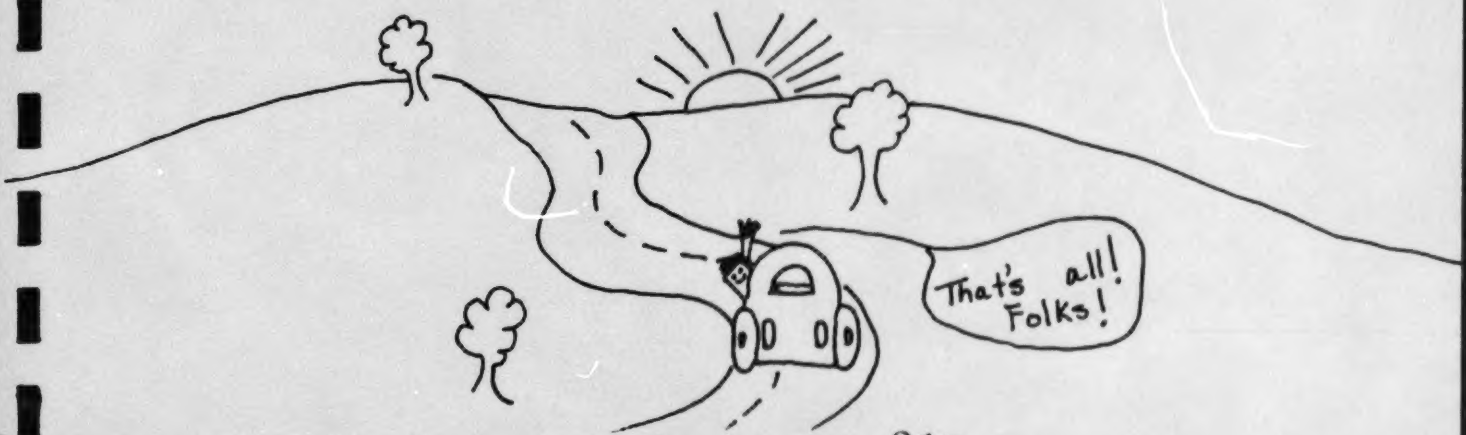
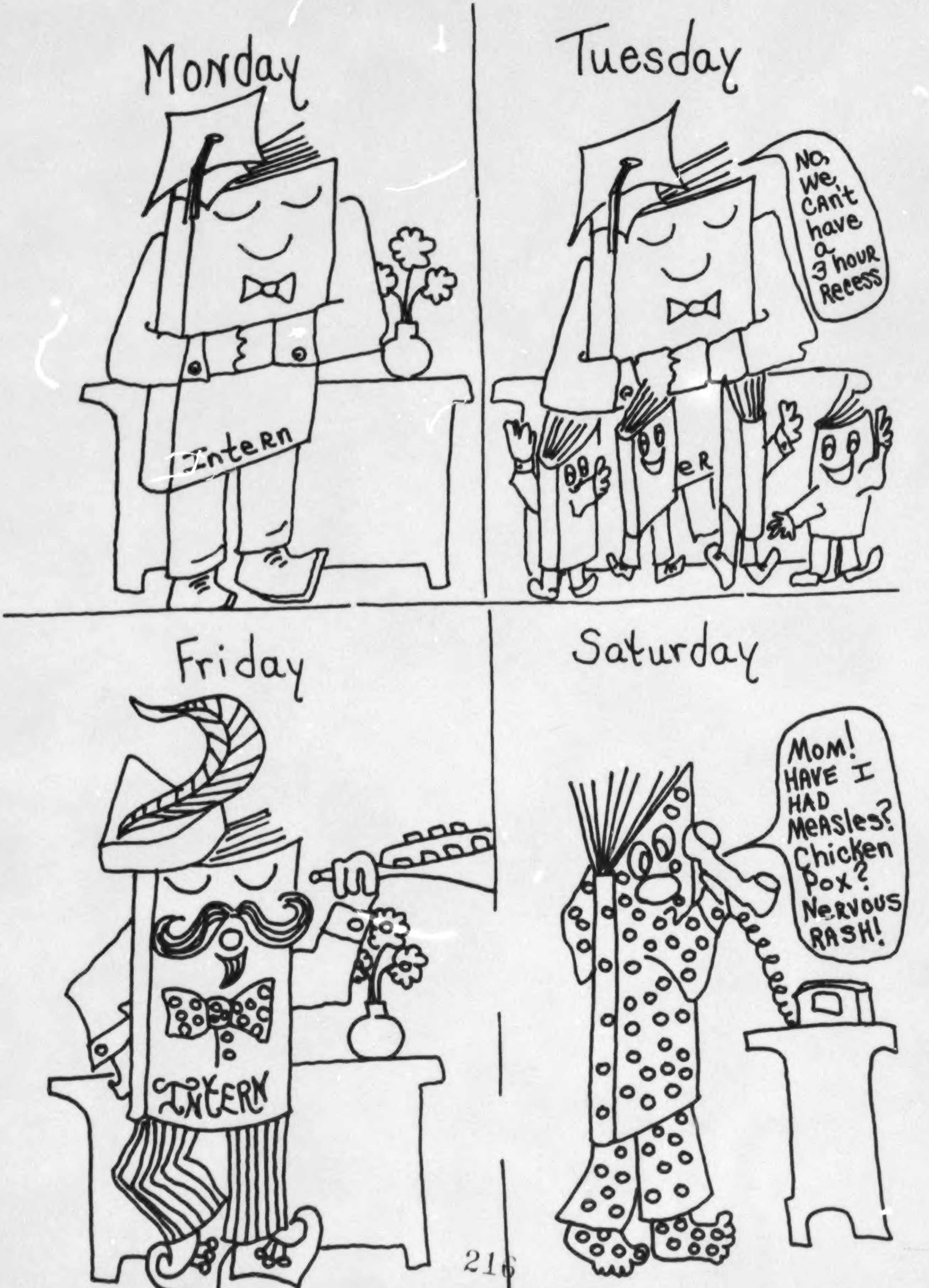
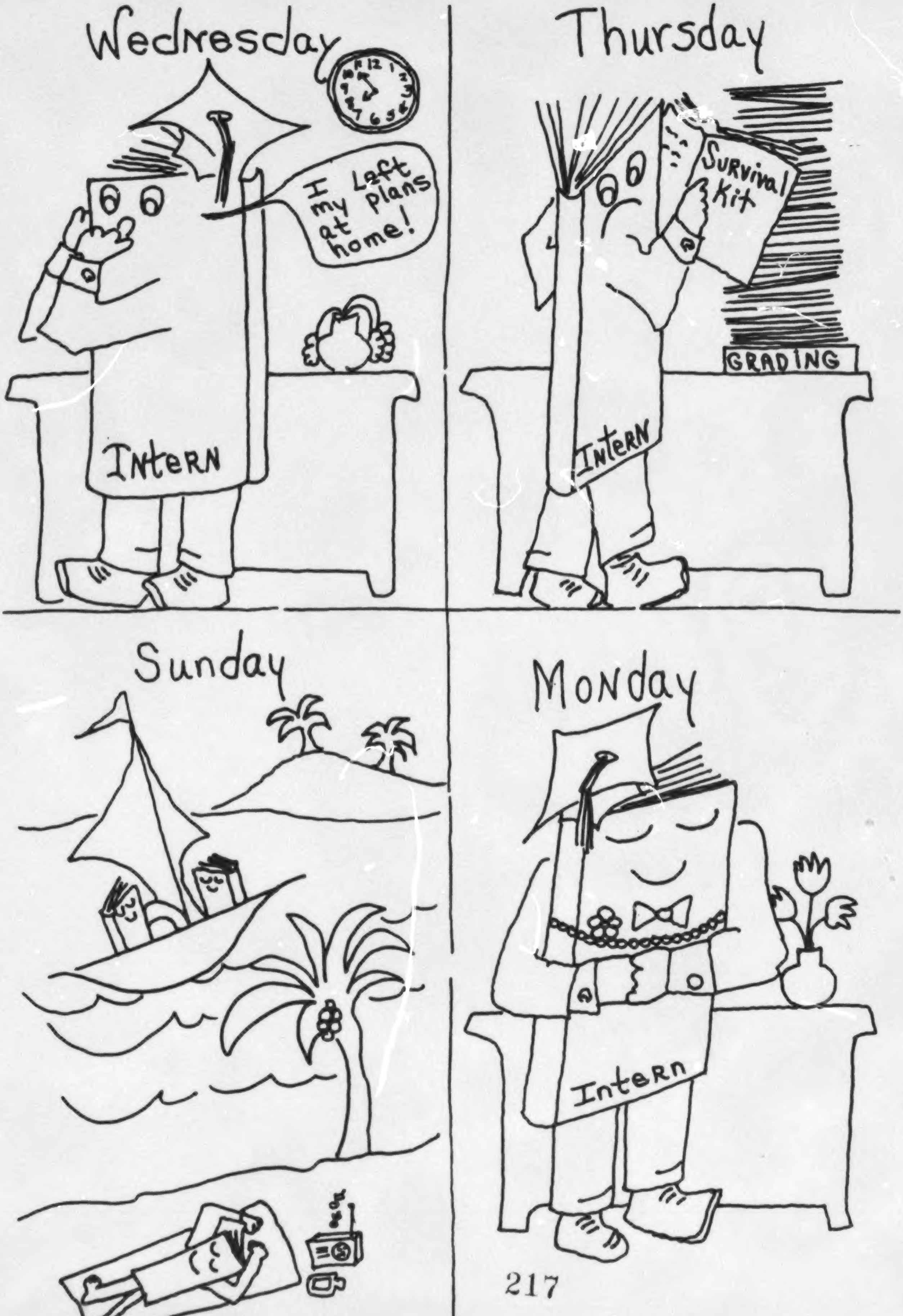

That's all! Folks!


Monday
Intern
Tuesday
No, we can't have a 3 hour Recess
eR
Friday
Intern
Saturday
Mom! HAVE I HAD Measles? Chicken Pox? Nervous RASH!


Wednesday
I Left my plans at home!
INTERN
Thursday
Survival Kit
GRADING
INTERN
Sunday
Monday
Intern